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ABSTRACT

The TFS (Teacher Followup Survey is a survey of elementary and secondary school teachers who participated in the Schools and Staffing Survey (SASS) Teacher Questionnaire and is conducted in the school year following the SASS data collection. The sample for the 1994-95 TFS was selected from the 7,200 teachers who participated in the 1993-94 SASS; it consisted of all who left teaching within the year after SASS was administered and a subsample of those who continued teaching. The TFS sought to provide estimates of teacher attrition rates; examine the characteristics of those who stay in the teaching profession and those who leave; obtain data on occupations or other activities for those who leave teaching and career information for those who are still teaching; update information on education, other training, and career plans; and collect data on attitudes about the teaching profession and job satisfaction. Some highlights follow: The attrition rate from the teaching profession between 1993-94 and 1994-95 was 6.6 percent in public schools and 11.9 percent in private schools. Teacher attrition varied by teacher's age. The two main reasons cited by public school teachers for leaving the teaching profession were retirement and pregnancy/child rearing; private school teachers reported that they left to pursue another career or because of a family or personal move. Nineteen tables are included. Appendixes contain 13 standard error tables, copies of the Teacher Followup Surveys (for former and for current teachers), and a list of SASS and TFS data products. (LMI)

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E.D. Tabs May 1997

Schools and Staffing Survey

Characteristics of Stayers, Movers, and Leavers: Results from the Teacher Followup Survey: 1994–95

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Highlights

- The attrition rate from the teaching profession between school years 1993–94 and 1994–95 was 6.6 percent in public schools and 11.9 percent in private schools (table 1).

- Teacher attrition varied by teacher's age. The rate for teachers in the 25 to 29 age category was 10.0 percent for public school teachers and 13.1 percent for private school teachers; the rate for the 60 to 64 age category was 30.5 and 13.1 percent for public and private school teachers, respectively (table 2).

- Almost all public school teachers who changed schools between school years 1993–94 and 1994–95 transferred to other public school (95.7 percent); about one-half (47.6 percent) of the private school teachers in 1993–94 who changed schools for the 1994–95 school year stayed in private schools and about one-half (52.4 percent) transferred to public schools (table 7).

- Some 16.2 percent of former public school teachers and 17.1 percent of former private school teachers cited homemaking and/or child rearing as their primary occupational status in 1994–95. About 27.1 percent of former public school teachers said they were retired, versus 10.8 percent of the former private school teachers who said they were retired (table 8).

- Twenty percent of former public school teachers and one-third of former private school teachers were employed elsewhere (table 8).

- The main occupation for these former teachers working outside of elementary or secondary education in 1994–95 was employment in a private company, business, or individual for wages, salary, or commission (70.3 percent for public and 76.2 percent for private) (table 9).

- The two main reasons public school teachers cited for leaving the teaching profession in the 1994–95 school year were retirement (27.4 percent) and pregnancy/child rearing (14.3 percent). For private school teachers, the two main reasons cited for leaving the teaching profession were to pursue another career (16.3 percent) and for a family or personal move (16.2 percent) (table 10).

- Among teachers who left the teaching profession between 1993–94 and 1994–95, 25.7 percent of public school teachers expected to retire, while 24.1 percent of the private school teachers expected to work outside the field of education (table 11).

- Among public school teachers who left between 1993–94 and 1994–95 and cited dissatisfaction with teaching as a career, student discipline problems (17.9 percent), poor student motivation to learn (17.6 percent), and inadequate support from administration (15.3 percent) were cited as the main reasons that they were dissatisfied with teaching as a career (table 12).

- Among private school teachers who left between 1993–94 and 1994–95 and cited dissatisfaction with teaching as a career, lack of recognition and support from the administration (30.2 percent), poor opportunity for professional advancement (14.6 percent), and inadequate support from administration (12.5 percent) were cited as the main reasons that they were dissatisfied with teaching as a career (table 12).

- Among teachers who stayed in the same school between school years 1993–94 and 1994–95, 53.1 percent of public and 59.2 percent of private school teachers felt that "providing higher salaries or better fringe benefits" would be the most effective step that schools might take to encourage teachers to remain in teaching (tables 14 and 15).

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Introduction

How the Teacher Followup Survey is related to the Schools and Staffing Survey

The Teacher Followup Survey is a one-year followup of a sample of teachers who were originally selected for the Teacher Questionnaire in the Schools and Staffing Survey. The Schools and Staffing Survey is an integrated set of surveys of public and private schools, principals, teachers, and public school districts throughout the United States of America. There have been three data cycles for the Schools and Staffing Survey, and likewise, three Teacher Followup Surveys.

The 1994-95 Teacher Followup Survey data in this report links responses from the 1994-95 school year to characteristics of those same teachers who participated in the 1993-94 school year SASS. Within this report, there are some data that are drawn directly from the 1993-94 SASS. These data are termed "base year" because the SASS sample is the "base" for the teachers who are selected for the Teacher Followup Survey. Base year characteristics include personal and professional descriptors of the teacher (age, sex, race, field of teaching assignment), as well as characteristics of the school in which the teachers worked in 1993-94: whether the school was public or private, region of the country in which the school is located, and the community type or locale of the school. These "base year" characteristics provide the context for the data collected in the Teacher Followup Survey.

Purpose of the Teacher Followup Survey

How do teachers who remain teaching at the same school from year to year ("stayers") compare with those who don't? How many teachers move from one school to another ("movers")? What percentage of teachers are leaving the profession between one year and the next ("leavers")? These types of questions can be answered with data from the Teacher Followup Survey. For teachers who leave the profession, TFS asks about their occupational status (are former teachers working, retired, or caring for family members?) or whether they are seeking further education, and reasons for leaving teaching, as well as recommendations for how schools might retain teachers. Those who remain in teaching are asked about changes in teaching assignment, opinions about retaining teachers, and retirement plans. Both current and former teachers are asked for their current family income. Teachers who move from one school to another are asked to describe the type of school to which they moved. Data from the Teacher Followup Survey can be used to compare public and private teachers' job satisfaction, as well as movement within and out of the teaching profession.

Table A.-- Weighted number of stayers, movers, and leavers, by sector as of: 1988–89, 1991–92, and 1994–95

	Stayers	Movers	Leavers	Total
Public				
1988–89	2,065,839	188,404	132,311	2,387,174
1991–92	2,237,320	185,659	130,495	2,553,474
1994–95	2,205,268	182,949	167,564	2,555,781
Private				
1988–89	242,528	29,682	39,714	311,924
1991–92	287,126	23,226	43,499	353,851
1994–95	310,123	21,725	45,021	376,869

NOTE: Stayers are teachers who were teaching in the same school in the current school year as in the base year. Movers are teachers who were still teaching in the current school year but had moved to a different school after the base year. Leavers are teachers who left the teaching profession after the base year.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Follow-Up Survey, 1988–89, 1991–92 and 1994–95.

Table B.-- Weighted number of teachers in each field, by main field of assignment: 1987–88, 1990–91, and 1993–94

	Public			Private		
	1987–88	1990–91	1993–94	1987–88	1990–91	1993–94
Total	2,387,174	2,553,474	2,555,781	311,924	353,851	376,869
Kindergarten	119,736	110,723	104,748	22,961	22,796	22,937
General elementary	692,847	766,053	745,806	108,765	122,587	118,762
Art/music	189,477	191,656	144,119	10,817	19,511	26,381
Bilingual/ESL	15,616	25,208	40,324	--	1,240	1,426
Business	37,062	66,150	45,278	1,827	2,532	--
English/language arts	182,952	184,272	169,327	31,485	32,654	33,935
Health	126,561	141,183	161,746	15,157	14,565	17,367
Home economics	34,270	31,428	24,110	740	2,196	740
Industrial arts	43,561	34,518	34,884	516	1,250	837
Math	164,914	177,375	166,665	24,462	29,315	30,852
Reading	61,204	59,030	79,645	6,086	4,832	6,238
Social studies	147,544	146,545	154,030	19,131	20,716	23,800
Science total	140,169	147,978	146,801	21,678	21,972	21,698
Biology	45,449	40,778	53,491	4,954	5,946	9,846
Chemistry/physics	21,658	30,289	24,409	6,567	4,926	4,307
General science/earth scienc	73,061	76,911	68,900	10,157	11,101	7,545
Special education total	245,292	287,563	274,873	10,497	9,414	15,286
Mentally retarded	50,172	20,141	19,078	1,649	--	812
Learning disabled	118,038	82,918	92,265	4,782	3,436	2,687
Other special education	77,082	184,504	163,530	4,066	5,680	11,788
Vocational education	57,427	30,909	50,539	203	1,227	3,077
Foreign languages	++	65,297	57,193	++	15,529	19,386
Physical science	**	**	13,133	**	**	1,704
All others*	128,544	87,587	142,558	36,197	31,513	32,412

--Too few cases for a reliable estimate.

++Foreign languages in 1987–88 was included in the "All others" category.

*Includes computer science, remedial education, religion, gifted, prekindergarten, and all others (and foreign languages in 1987–88).

**No equivalent category in 1987–88 or 1990–91.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Followup Survey, 1988–89, 1991–92 and 1994–95.

Table 1.–Attrition rates from the teaching profession, by main field of assignment: From 1987–88 to 1988–89, from 1990–91 to 1991–92, and from 1993–94 to 1994–95

	Public			Private		
Base year's main field of assignment	From 87–88 to 88–89	From 90–91 to 91–92	From 93–94 to 94–95	From 87–88 to 88–89	From 90–91 to 91–92	From 93–94 to 94–95
Total	5.6	5.1	6.6	12.7	12.3	11.9
Kindergarten	3.1	4.0[1]	3.1	10.5	11.9	15.9
General elementary	5.6	5.3	6.7	11.9	10.4	8.8
Art/music	4.2	5.9	7.0	17.7	13.0	10.9
Bilingual/ESL	8.2[1]	4.5[1]	4.0[1]	--	--	10.9[2]
Business	5.9[1]	7.7[1]	6.0	21.1[2]	10.7[2]	--
English/language arts	8.5	5.1	8.5	18.7	13.9	12.8
Health	3.8	3.3	4.1[1]	6.3[1]	15.6	13.6
Home economics	6.6[1]	4.2	6.8[1]	31.7[2]	--	--
Industrial arts	3.7[1]	2.7[1]	5.7	--	--	30.3[2]
Math	4.9	5.2	6.9	10.8	10.9	12.7
Reading	5.1	3.4[1]	2.9[1]	6.7[1]	31.8[1]	6.4[1]
Social studies	5.1[1]	6.7	4.6	8.4[1]	10.8[1]	11.6
Science total	5.4	6.1[1]	6.5	9.2	7.3	9.6
Biology	3.2	3.7[1]	8.6	8.5[2]	6.6[2]	8.4[1]
Chemistry/physics	4.1[1]	4.4[2]	1.6[1]	7.0[2]	7.7[1]	11.9[1]
General science/earth science	7.1	8.0[1]	6.7[1]	10.9[1]	7.5[1]	9.8[1]
Special education total	7.3	4.9	6.3	13.7[2]	9.4[1]	14.1
Mentally retarded	12.6[1]	3.7[1]	9.2[1]	6.4[2]	--	--
Learning disabled	4.3	3.2	4.3[2]	7.6[2]	3.4[2]	4.0[2]
Other special education	8.4[1]	5.8	7.1	23.7[2]	13.5[2]	17.1
Vocational education	6.7[1]	5.6[1]	8.2[1]	0.0	44.1[2]	--
Foreign languages	++	2.3	7.0	++	14.1	10.4
Physical science	**	**	4.8[2]	**	**	4.1[2]
All others*	5.2	4.8	12.9	18.2	19.0	22.8

--Too few cases for a reliable estimate.

++Foreign languages in 1987-88 was included in the "All others" category.

[1] Coefficient of variation between 30% and 50%. See technical notes.

[2] Coefficient of variation greater than 50%. See technical notes.

*Includes computer science, remedial education, religion, gifted, prekindergarten, and all others (and foreign languages in 1987–88).

**No equivalent category in 1987–88 or 1990–91.

NOTE: The attrition rate is the percentage of teachers who left the teaching profession between school years 1987–88 to 1988–89, 1990–91 to 1991–92, and 1993–94 to 1994–95 (percent "leavers"). Base years in this table are 1987–88, 1990–91, and 1993–94.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Followup Survey, 1988–89, 1991–92 and 1994–95.

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Table 2.–Attrition rates from the teaching profession, by selected teacher characteristics: From 1987–88 to 1988–89, from 1990–91 to 1991–92, and from 1993–94 to 1994–9

Base year's teacher characteristics	Public			Private		
	From 87–88 to 88–89	From 90–91 to 91–92	From 93–94 to 94–95	From 87–88 to 88–89	From 90–91 to 91–92	From 93–94 to 94–95
Total	5.6	5.1	6.6	12.7	12.3	11.9
Sex						
Male	5.1	4.5	5.2	10.2	12.1	13.1
Female	5.8	5.3	7.1	13.4	12.3	11.6
Not reported	7.2[1]	**	**	--	**	**
Age						
Less than 25	4.3	9.1	3.8	19.0	23.8	20.0
25 to 29	9.0	9.0	10.0	17.6	17.8	13.1
30 to 39	5.8	4.2	6.7	12.4	13.7	14.9
40 to 49	2.4	2.0	3.9	10.5	7.7	8.7
50 to 59	5.7	6.7	6.3	11.3	9.6[3]	8.2
60 to 64	23.4	26.8	30.5	16.9[1]	17.8	13.1
65 or more	16.7[2]	40.9[1]	34.1	7.9[1]	20.7	41.9
Not reported	12.9[2]	**	**	6.2[2]	**	**
Full-time teaching experience						
Less than 1 year	11.6	17.2[1]	9.3	27.4	28.4	22.1
1 to 3 years	8.3	7.2	7.8	15.9	16.7	17.3
1 year	8.5	8.4	6.4	18.8	18.8	21.7
2 years	7.6	7.1	9.1	14.6	15.8	17.0
3 years	8.8	5.9	7.8	14.3	14.7	12.4
4 to 9 years	6.0	5.3	7.1	12.8	12.7	11.9
10 to 19 years	4.0	2.4	4.4	11.4	6.2	7.9
20 to 24 years	2.2	3.4	4.6	7.4[1]	4.7[1]	5.2
25 years or more	11.0	11.0	11.1	7.4	14.6	11.6
Not reported	2.5[2]	**	**	18.4[2]	**	**
Degree earned						
Less than bachelor's	3.2[1]	21.3[2]	3.9[1]	26.4	29.6	22.8
Bachelor's	5.6	5.2	6.3	12.7	11.4	11.2
Master's	5.5	4.6	6.5	10.4	10.9	9.7
Education specialist	6.4	4.9	10.9	23.5[1]	14.0[1]	25.2
Doctorate or professional	4.3[2]	12.3[2]	5.9[2]	8.3[2]	8.9[1]	21.6[1]
Race/ethnicity						
White, non-Hispanic	5.7	5.1	6.5	12.1	12.0	11.7
Total minority	4.4	5.3	6.8	21.4	15.4	14.8
Am. Indian, Aleut, Eskimo	3.1[2]	1.7[1]	3.5[1]	17.5[2]	16.5[2]	38.5[2]
Asian or Pacific Islander	4.2[2]	7.0[2]	2.4[1]	8.8[2]	12.2[2]	17.5[1]
Black, non-Hispanic	5.1[1]	6.1	6.6	34.7	19.3[1]	12.6[1]
Hispanic	2.9	4.4	9.1	21.3[1]	13.6[1]	14.6[1]
Not reported	6.1[1]	**	**	18.5[2]	**	**
Level taught						
Elementary	5.5	4.8	6.4	12.5	11.3	11.5
Secondary	5.6	5.5	6.7	12.9	13.3	12.6

--Too few cases for a reliable estimate.

**The 1987-88 data were not imputed; 1990-91 and 1993-94 data were imputed.

[1] Coefficient of variation between 30% and 50%. See technical notes.

[2] Coefficient of variation greater than 50%. See technical notes.

[3] This number has been revised from earlier publications.

NOTE: The attrition rate is the percentage of teachers who left the teaching profession between school years 1987–88 to 1988–89, 1990–91 to 1991–92, and 1993–94 (percent "leavers"). Base years in this table are 1987–88, 1990–91, and 1993–94.

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Table 3.–Percentage of public school stayers, movers, and leavers, by selected teacher characteristics: From 1987–88 to 1988–89, from 1990–91 to 1991–92, and from 1993–94 to 1994–95

Base year's teacher characteristics	From 1987–88 to 1988–89			From 1990–91 to 1991–92			From 1993–94 to 1994–95		
	Stayers	Movers	Leavers	Stayers	Movers	Leavers	Stayers	Movers	Leavers
Total	86.5 %	7.9 %	5.6 %	87.6 %	7.3 %	5.1 %	86.3 %	7.2 %	6.6 %
Sex									
Male	87.7	7.3	5.1	89.1	6.4	4.5	88.2	6.6	5.2
Female	86.1	8.1	5.8	87.1	7.6	5.3	85.6	7.4	7.1
Not reported	81.8 [1]	11.0 [2]	7.2 [2]	**	**	**	**	**	**
Age									
Less than 25	78.7	17.0	4.3	73.8	17.2	9.1	81.1	15.2	3.8
25 to 29	75.0	16.1	9.0	76.6	14.3	9.0	76.3	13.7	10.0
30 to 39	85.2	9.0	5.8	85.9	9.9	4.2	84.8	8.6	6.7
40 to 49	91.2	6.4	2.4	92.5	5.5	2.0	89.9	6.1	3.9
50 to 59	90.4	3.9	5.7	89.3	4.0	6.7	88.9	4.8	6.3
60 to 64	72.0	4.5 [2]	23.4	71.0	2.2 [1]	26.8	68.0	1.5 [2]	30.5
65 or more	83.3	0.0	16.7 [2]	48.9	10.3 [2]	40.9 [1]	63.2	–	34.1
Not reported	77.9	9.3 [1]	8.5 [2]	**	**	**	**	**	**
Full-time teaching experience									
Less than 1 year	76.9	11.5 [1]	11.6	51.5	31.3	17.2 [1]	79.7	11.1	9.3
1 to 3 years	77.4	14.3	8.3	79.7	13.1	7.2	79.6	12.7	7.8
1 year	77.3	14.2	8.5	79.0	12.6	8.4	81.2	12.4	6.4
2 years	78.8	13.6	7.6	78.7	14.1	7.1	76.4	14.6	9.1
3 years	76.0	15.2	8.8	81.6	12.4	5.9	81.4	10.8	7.8
4 to 9 years	82.9	11.1	6.0	84.8	9.9	5.3	83.0	9.9	7.1
10 to 19 years	89.3	6.7	4.0	91.0	6.5	2.4	89.1	6.6	4.4
20 to 24 years	93.6	4.1	2.2	93.3	3.3	3.4	92.5	2.8	4.6
25 years or more	84.9	4.1	11.0	85.9	3.1	11.0	84.9	4.1	11.1
Not reported	95.0	2.5 [2]	2.5 [2]	**	**	**	**	**	**
Degree earned									
Less than bachelor's	96.3	–	3.2 [1]	76.1	2.7 [2]	21.3 [2]	91.0	5.0 [2]	3.9 [1]
Bachelor's	85.7	8.7	5.6	87.3	7.5	5.2	86.2	7.5	6.3
Master's	87.5	7.0	5.5	88.4	7.0	4.6	86.8	6.7	6.5
Education specialist	86.0	7.6	6.4	85.9	9.1	4.9	81.8	7.3	10.9
Doctorate or professional	88.4	7.3 [2]	4.3 [2]	87.5	–	12.3 [2]	85.9	8.2 [2]	5.9 [2]
Race/ethnicity									
White, non-Hispanic	86.5	7.8	5.7	87.6	7.3	5.1	86.7	6.8	6.5
Total minority	87.0	8.6	4.4	87.5	7.1	5.3	83.7	9.5	6.8
Am. Indian, Aleut, Eskimo	95.0	1.9 [2]	3.1 [2]	96.3	2.0 [2]	1.7 [1]	90.0	6.6 [1]	3.5 [1]
Asian or Pacific Islander	73.7	22.1 [2]	4.2 [2]	84.7	8.2 [1]	7.0 [2]	87.8	9.8 [1]	2.4 [1]
Black, non-Hispanic	86.2	8.8	5.1 [1]	85.5	8.3	6.1	84.9	8.5	6.6
Hispanic	88.9	8.2	2.9	89.6	6.0	4.4	79.4	11.5	9.1
Not reported	86.1	7.9 [1]	6.1 [1]	**	**	**	**	**	**
Level taught									
Elementary	85.0	9.5	5.5	87.1	8.1	4.8	86.0	7.6	6.4
Secondary	88.1	6.2	5.6	88.2	6.4	5.5	86.6	6.7	6.7

–Too few cases for a reliable estimate.

**The 1987–88 data were not imputed; 1990–91 and 1993–94 data were imputed.

[1] Coefficient of variation between 30% and 50%. See technical notes.

[2] Coefficient of variation greater than 50%. See technical notes.

NOTE: Percents may not add to 100% due to rounding. Base years in this table are 1987–88, 1990–91, and 1993–94. Stayers are teachers who were teaching in the same school in the current school year as in the base year. Movers are teachers who were still teaching in the current school year but had moved to a different school after the base year. Leavers are teachers who left the teaching profession after the base year.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Followup Survey, 1988-89, 1991-92, and 1994-95.

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Table 4.–Percentage of private school stayers, movers, and leavers, by selected teacher characteristics: From 1987–88 to 1988–89, from 1990–91 to 1991–92, and from 1993–94 to 1994–95

Base year's teacher characteristics	From 1987–88 to 1988–89			From 1990–91 to 1991–92			From 1993–94 to 1994–95		
	Stayers	Movers	Leavers	Stayers	Movers	Leavers	Stayers	Movers	Leavers
Total	77.8 %	9.5 %	12.7 %	81.1 %	6.6 %	12.3 %	82.3 %	5.8 %	11.9 %
Sex									
Male	83.7	6.1	10.2	81.6	6.3	12.1	82.1	4.8	13.1
Female	76.2	10.4	13.4	81.0	6.6	12.3	82.4	6.1	11.6
Not reported	0.0	–	0.0	**	**	**	**	**	**
Age									
Less than 25	63.2	17.9	19.0	62.4	13.8	23.8	67.4	12.6	20.0
25 to 29	64.8	17.5	17.6	70.4	11.8	17.8	76.1	10.8	13.1
30 to 39	78.5	9.1	12.4	78.7	7.5	13.7	77.6	7.5	14.9
40 to 49	82.0	7.5	10.5	87.2	5.2	7.7	87.2	4.1	8.7
50 to 59	82.3	6.4	11.3	87.0	3.3 [1]	9.6	89.3	2.4	8.2
60 to 64	79.8	3.3 [2]	16.9 [1]	81.1	1.1 [2]	17.8	84.9	2.0 [1]	13.1
65 or more	88.2	3.9 [2]	7.9 [1]	73.4	5.9 [1]	20.7	56.6	–	41.9
Not reported	84.8	9.1 [2]	6.2 [2]	**	**	**	**	**	**
Full-time teaching experience									
Less than 1 year	67.0	5.6 [1]	27.4	67.0	4.6	28.4	70.3	7.6	22.1
1 to 3 years	70.6	13.5	15.9	73.5	9.8	16.7	72.3	10.3	17.3
1 year	64.1	17.0	18.8	71.2	10.0	18.8	66.7	11.6	21.7
2 years	73.5	12.0	14.6	75.0	9.2	15.8	71.9	11.2	17.0
3 years	74.0	11.7	14.3	75.1	10.2	14.7	79.8	7.8	12.4
4 to 9 years	75.7	11.6	12.8	79.2	8.1	12.7	81.2	7.0	11.9
10 to 19 years	81.1	7.5	11.4	88.6	5.3	6.2	89.7	2.4	7.9
20 to 24 years	85.5	7.1 [2]	7.4 [1]	92.3	3.0	4.7 [1]	92.3	2.5	5.2
More than 25 years	88.3	4.3 [1]	7.4	83.0	2.4	14.6	85.5	2.9	11.6
Not reported	74.6	7.0 [2]	18.4 [2]	**	**	**	**	**	**
Degree earned									
Less than bachelor's	64.2	9.5 [2]	26.4	65.1	5.2 [1]	29.6	72.9	4.2 [1]	22.8
Bachelor's	76.8	10.5	12.7	80.9	7.7	11.4	82.6	6.2	11.2
Master's	81.4	8.2	10.4	84.6	4.5	10.9	84.5	5.7	9.7
Education specialist	66.4	10.1 [1]	23.5 [1]	79.0	7.0 [2]	14.0 [1]	73.6	1.2 [2]	25.2
Doctorate or professional	90.4	--	8.3 [2]	91.0	--	8.9 [1]	77.6	--	21.6 [1]
Race/ethnicity									
White, non-Hispanic	78.7	9.2	12.1	81.3	6.7	12.0	82.5	5.7	11.7
Total minority	64.4	14.2	21.4	79.3	5.3 [1]	15.4	79.2	--	14.8
Am. Indian, Aleut, Eskimo	67.1 [1]	15.5 [2]	17.5 [2]	83.5	--	16.5 [2]	--	--	38.5 [2]
Asian or Pacific Islander	90.3	--	8.8 [2]	85.9	1.9 [2]	12.2 [2]	79.0	--	17.5 [1]
Black, non-Hispanic	29.6	35.7	34.7	78.4	2.4 [2]	19.3 [1]	82.3	--	12.6 [1]
Hispanic	68.6	10.2 [1]	21.3 [1]	77.4	9.0 [1]	13.6 [1]	77.2	--	14.6 [1]
Not reported	67.5	14.1 [2]	18.5 [2]	**	**	**	**	**	**
Level taught									
Elementary	76.7	10.8	12.5	81.9	6.7	11.3	82.4	6.1	11.5
Secondary	78.9	8.2	12.9	80.3	6.4	13.3	82.2	5.2	12.6

--Too few cases for a reliable estimate.

**The 1987–88 data were not imputed; 1990–91 and 1993–94 data were imputed.

[1] Coefficient of variation between 30% and 50%. See technical notes.

[2] Coefficient of variation greater than 50%. See technical notes.

NOTE: Percents may not add to 100% due to rounding. Base years in this table are 1987–88, 1990–91, and 1993–94. Stayers are teachers who were teaching in the same school in the current school year as in the base year. Movers are teachers who were still teaching in the current school year but had moved to a different school after the base year. Leavers are teachers who left the teaching profession after the base year.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Followup Survey, 1988–89, 1991–92, and 1993–94.

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Table 5.–Percentage of public school stayers, movers, and leavers, by selected school characteristics: From 1987–88 to 1988–89, from 1990–91 to 1991–92, and from 1993–94 to 1994–95

Base year's school characteristics	From 1987–88 to 1988–89			From 1990–91 to 1991–92			From 1993–94 to 1994–95		
	Stayers	Movers	Leavers	Stayers	Movers	Leavers	Stayers	Movers	Leavers
Total	86.5 %	7.9 %	5.6 %	87.6 %	7.3 %	5.1 %	86.3 %	7.2 %	6.6 %
School level									
Elementary	86.0	8.8	5.2	86.6	8.0	5.3	85.4	7.8	6.8
Secondary	88.1	6.5	5.4	89.5	5.6	4.9	87.5	5.7	6.7
Combined	87.5	5.6	6.9	83.2	11.5	5.3	87.8	7.0	5.2
Not reported	82.9	8.9	8.2	90.3	6.2	3.5	87.4	8.0	4.6
School size									
Less than 150	85.6	9.8	4.5	86.6	8.1	5.3	78.6	10.3	11.1 [1]
150-299	84.6	9.9	5.4	88.0	7.7	4.3	85.8	7.0	7.1
300-499	86.9	7.5	5.6	85.8	8.5	5.7	86.2	7.3	6.5
500-749	86.8	7.5	5.7	87.7	7.6	4.7	85.3	7.1	7.6
750 or more	87.7	7.4	4.9	88.6	6.1	5.4	87.7	6.6	5.7
Not reported	82.9	8.9	8.2	90.3	6.2	3.5	87.4	8.0	4.6
Minority status									
Less than 5%	88.0	6.9	5.1	89.6	5.7	4.6	87.1	4.9	8.0
5 to 19%	86.6	7.6	5.8	88.1	6.4	5.5	87.3	6.7	6.0
20 to 49%	87.3	7.6	5.2	85.6	8.6	5.9	86.6	7.2	6.2
50% or more	85.0	9.7	5.3	86.2	8.9	4.9	83.6	9.6	6.8
Not reported	82.9	8.9	8.2	90.3	6.2	3.5	87.4	8.0	4.6
Community type									
Central city	*	*	*	86.3	8.6	5.2	86.1	7.6	6.3
Urban fringe/ large town	*	*	*	87.2	7.3	5.5	86.3	7.2	6.5
Rural/small town	*	*	*	88.8	6.4	4.8	86.4	6.8	6.8
Region									
Northeast	89.9	5.6	4.5	89.2	6.6	4.1	88.7	5.1	6.2
Midwest	86.5	7.6	5.9	89.7	5.9	4.4	85.3	6.5	8.2
South	84.7	9.3	5.9	86.1	8.1	5.9	85.1	8.4	6.5
West	86.0	8.3	5.7	86.0	8.3	5.7	87.3	7.9	4.8

*Community types for 1987–88, 1990–91, and 1993–94 are not comparable. In the 1987–88 SASS, respondents reported whether they lived in a rural, suburban, urban or other type of community. In the 1990–91 and 1993–94 SASS, the community type of the school was defined by LOCALE codes created by Johnson. Johnson, F. (1989), "Assigning Type of Locale Codes to the 1987-88 CCD Public School Universe", Technical Report, Data Series: SP-CCD-87188-7.4, CS 89-194 (Washington, D.C.: U.S. Department of Education, National Center for Education Statistics).

[1] Coefficient of variation between 30% and 50%. See technical notes.

NOTE: Percents may not add to 100% due to rounding. "Not reported" data in this table are due to total survey nonresponse from some schools in the 1987–88 or 1990–91 SASS. Base years in this table are 1987–88, 1990–91, and 1993–94. Stayers are teachers who were teaching in the same school in the current school year as in the base year. Movers are teachers who were still teaching in the current school year but had moved to a different school after the base year. Leavers are teachers who left the teaching profession after the base year.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Followup Survey, 1988-89, 1991-92 and 1994-95.

Table 6.–Percentage of private school stayers, movers, and leavers, by selected school characteristics: From 1987–88 to 1988–89, from 1990–91 to 1991–92, and from 1993–94 to 1994–95

Base year's school characteristics	From 1987–88 to 1988–89			From 1990–91 to 1991–92			From 1993–94 to 1994–95		
	Stayers	Movers	Leavers	Stayers	Movers	Leavers	Stayers	Movers	Leavers
Total	77.8 %	9.5 %	12.7 %	81.1 %	6.6 %	12.3 %	82.3 %	5.8 %	11.9 %
School level									
Elementary	77.0	10.9	12.1	81.2	7.4	11.4	83.7	5.8	10.5
Secondary	81.3	6.9	11.8	84.1	4.9	11.0	83.0	5.5	11.5
Combined	75.9	8.5	15.6	79.7	6.7	13.6	79.1	6.0	14.9
Not reported	78.7	10.0	11.3	80.1	5.3	14.6	82.8	5.5	11.6
School size									
Less than 150	64.4	16.2	19.4	72.6	10.3	17.0	76.0	7.9	16.2
150-299	79.6	8.4	12.1	79.4	6.8	13.8	79.6	8.0	12.4
300-499	80.3	9.5	10.2	86.4	5.9	7.7	84.3	3.2	12.5
500-749	84.9	5.9	9.2	85.5	4.7	9.8	89.6	3.3	7.1
750 or more	82.2	4.9[1]	12.8	91.0	2.3[1]	6.7[1]	89.6	4.2	6.2
Not reported	78.7	10.0	11.3	80.1	5.3	14.6	82.8	5.5	11.6
Minority status									
Less than 5%	77.6	9.2	13.2	81.2	7.3	11.5	83.9	5.1	11.0
5 to 19%	82.2	7.4	10.3	82.0	5.8	12.2	84.8	4.2	11.1
20 to 49%	71.8	9.3	18.9	82.4	5.3	12.2	77.0	7.4	15.6
50% or more	69.6	16.8	13.6	76.7	10.2	13.1	75.8	10.9	13.2
Not reported	78.7	10.0	11.3	80.1	5.4	14.6	82.8	5.5	11.6
Community type									
Central city	*	*	*	81.0	6.3	12.7	83.4	5.7	10.9
Urban fringe/ large town	*	*	*	83.0	6.4	10.6	81.9	5.5	12.6
Rural/small town	*	*	*	78.7	7.4	13.9	80.0	6.4	13.6
Region									
Northeast	78.5	11.1	10.4	83.1	5.4	11.5	84.0	7.1	8.9
Midwest	81.5	8.6	9.9	83.6	6.7	9.7	84.3	5.9	9.8
South	75.6	8.8	15.6	77.3	6.7	16.0	81.5	4.1	14.5
West	73.4	9.3	17.3	81.7	8.1	10.2	78.3	6.7	15.0

*Community types for 1987–88, 1990–91, and 1993–94 are not comparable. In the 1987–88 SASS, respondents reported whether they lived in a rural, suburban, urban or other type of community. In the 1990–91 and 1993–94 SASS, the community type of the school was defined by LOCALE codes created by Johnson. Johnson, F. (1989), "Assigning Type of Locale Codes to the 1987-88 CCD Public School Universe", Technical Report, Data Series: SP-CCD-87188-7.4, CS 89-194 (Washington, DC: U.S. Department of Education, National Center for Education Statistics).

[1] Coefficient of variation between 30% and 50%. See technical notes.

NOTE: Percents may not add to 100% due to rounding. "Not reported" data in this table are due to total survey nonresponse from some schools in the 1987–88 or 1990–91 SASS. Base years in this table are 1987–88, 1990–91, and 1993–94. Stayers are teachers who were teaching in the same school in the current school year as in the base year. Movers are teachers who were still teaching in the current school year but had moved to a different school after the base year. Leavers are teachers who left the teaching profession after the base year.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Followup Survey, 1988–89, 1991–92 and 1994–95.

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Table 7.--Movement of base year teachers across sector: From 1987–88 to 1988–89, from 1990–91 to 1991-92, and from 1993–94 to 1994–95

TFS sector	Public			Private		
	From 87–88 to 88–89	From 90–91 to 91–92	From 93–94 to 94–95	From 87–88 to 88–89	From 90–91 to 91–92	From 93–94 to 94–95
Total	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %
Sector						
Public	92.3	94.3	95.7	46.7	47.2	52.4
Private	2.6	5.7	4.3 [1]	46.8	52.8	47.6
Not reported	5.1 [1]	*	*	6.4 [1]	*	*

*The 1987–88 data were not imputed; 1990–91 and 1993–94 data were imputed.

[1] Coefficient of variation between 30% and 50%. See technical notes.

NOTE: Percents may not add to 100% due to rounding. Base years in this table are 1987–88, 1990–91, and 1993–94.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Followup Survey, 1988–89, 1991–92 and 1994–95.

Table 8.--Current primary occupational status of base year teachers who left the teaching profession: 1988–89, 1991–92, and 1994–95

Primary occupational status	Public			Private		
	1988–89	1991–92	1994–95	1988–89	1991–92	1994–95
Total	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %
Retired	24.8	33.3	27.1	5.7	8.4	10.8
Homemaking and/or child rearing	27.2	18.6	16.2	29.6	19.3	17.1
Working in an elementary or secondary school with an assignment other than teaching	17.2	15.1	21.2	9.2	6.2	11.9
Working in an occupation outside of elementary or secondary education	17.8	13.5	20.4	35.2	35.8	34.1
Other	6.8	11.8	11.3	10.0	18.8	15.7
Attending a college or university	5.5	6.7	2.2	10.0	11.0	8.6
Disabled	0.7	1.0 [1]	1.7 [1]	0.3 [2]	0.6 [1]	1.8 [2]

[1] Coefficient of variation between 30% and 50%. See technical notes.

[2] Coefficient of variation greater than 50%. See technical notes.

NOTE: Percents may not add to 100% due to rounding. Similar estimates across tables 8 through 11 may vary due to the reference period for different survey items. Tables 8 and 9 reflect the former teachers reported status in the followup year. Table 10 shows data on the factors that affected the former teachers' decisions to leave the classroom. Table 11 is based on all teachers' base-year expectations for the next year. Base years in this table are 1987–88, 1990–91, and 1993–94.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Followup Survey, 1988–89, 1991–92 and 1994–95.

Table 9.--Current primary occupational status of base year teachers who left the teaching profession and are working in an occupation outside of elementary or secondary education: 1988–89, 1991–92, and 1994–95

Job	Public			Private		
	1988–89	1991–92	1994–95	1988–89	1991–92	1994–95
Total	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %
Employee of a private company, business, or individual for wages, salary, or commission	62.5	69.3	70.3	74.4	71.1	76.2
Federal/State/Local government employee	20.3	18.8	21.2	11.8	10.4 [1]	9.1 [1]
Self-employed in own business, professional practice, or farm	16.5	11.9 [1]	8.4	12.4	18.0	13.8
Working without pay in a family business or farm	--	--	--	1.4 [2]	0.0	--

--Too few cases for a reliable estimate.

[1] Coefficient of variation between 30% and 50%. See technical notes.

[2] Coefficient of variation greater than 50%. See technical notes.

NOTE: Percents may not add to 100% due to rounding. This table is based on those former teachers working in an occupation outside of elementary or secondary education (weighted 1987-88 public n=23,522; private n=13,853; weighted 1990-91 public n=17,622; private n=15,555). Similar estimates across tables 8 through 11 may vary due to the reference period for different survey items. Tables 8 and 9 reflect the former teachers reported status in the followup year. Table 10 shows data on the factors that affected the former teachers' decisions to leave the classroom. Table 11 is based on all teachers' base-year expectations for the next year. Base years in this table are 1987–88, 1990–91, and 1993–94.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Followup Survey, 1988–89, 1991–92 and 1994–95.

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Table 10.--Main reason why base year teachers left the teaching profession: 1988–89, 1991–92, and 1994–95

Reason	Public			Private		
	988–89	1991–92	1994–95	1988–89	1991–92	1994–95
Total	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %
To retire	22.3	30.4	27.4	5.5	8.1	9.3
Pregnancy/child rearing	18.9	10.9	14.3	21.1	11.4	10.2
Family or personal move	8.7	10.0	10.1	17.7	15.8	16.2
School staffing action	5.8	9.8	3.2	7.0	10.9	8.2
Dissatisfied with teaching as a career	8.9	8.3	5.3	6.6	4.9	5.0
To pursue another career	13.4	7.8	12.1	10.6	15.9	16.3
To take courses to improve career opportunities in the field of education	3.4	6.3	6.1	7.2	4.9	6.3
Other family or personal reason	4.8	5.7	6.5	6.6	11.4	11.1
Health	2.2	3.7[1]	4.7	1.5[1]	3.0[1]	4.0
For better salary or benefits	4.5	3.6	6.5	9.1	7.2	7.7
To take a sabbatical or other break from teaching	5.4	2.1	3.4[1]	4.5[1]	2.1[1]	4.9
To take courses to improve career opportunities outside the field of education	1.4	1.5[1]	0.5[1]	1.8[1]	4.4[1]	0.8[2]
Not reported	0.5[2]	**	**	0.8[1]	**	**

**The 1987–88 data were not imputed; 1990–91 and 1993–94 data were imputed.

[1] Coefficient of variation between 30% and 50%. See technical notes.

[2] Coefficient of variation greater than 50%. See technical notes.

NOTE: Percents may not add to 100% due to rounding. Similar estimates across tables 8 through 11 may vary due to the reference period for different survey items. Tables 8 and 9 reflect the former teachers reported status in the followup year. Table 10 shows data on the factors that affected the former teachers' decisions to leave the classroom. Table 11 is based on all teachers' base-year expectations for the next year. Base years in this table are 1987–88, 1990–91, and 1993–94.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Followup Survey, 1988–89, 1991–92 and 1994–95.

Table 11.–What base year teachers expected their main activity would be during the next school year, by current teaching status: 1987–88, 1990–91, and 1993–94

Activity	Current teachers 1987–88	Current teachers 1990–91	Current teachers 1993–94	Former teachers 1987–88	Former teachers 1990–91	Former teachers 1993–94
Total public	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %
Teaching any of grades K-12	93.8	95.8	96.4	17.7	14.7	14.5
Working in non-teaching occupation in education	0.9 [1]	1.2	0.8	17.7	15.5	22.2
Retired	1.3	1.2	1.1	20.5	31.7	25.7
Homemaking and/or child rearing	0.5 [1]	0.8	0.5	15.3	9.8	12.8
Working outside the field of education	0.9	0.4	0.6	13.2	10.5	9.4
Attending a college or university	0.3 [1]	0.3 [1]	0.3 [1]	4.2	4.0 [1]	3.0
Unemployed and seeking work	0.2 [1]	0.2 [1]	0.0 [2]	1.0	1.1 [1]	1.9 [1]
Teaching at pre-K or post-sec level	0.1 [2]	0.1 [2]	0.2 [1]	2.8	2.9 [1]	2.1
Other	1.5	0.1 [1]	0.2 [2]	7.3	10.0	8.4
Military	0.0	0.0	0.0	0.0	0.0	–
Not reported	0.5	**	**	0.5 [1]	**	**
Total private	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %
Teaching any of grades K-12	88.9	92.7	95.2	12.3	16.1	15.5
Working in non-teaching occupation in education	1.4 [1]	1.2	1.2 [1]	8.2	9.2	12.8
Retired	0.6 [2]	0.3 [2]	0.2 [2]	5.0	6.6	11.3
Homemaking and/or child rearing	2.8	1.8	1.4	28.0	14.7	14.1
Working outside the field of education	1.8 [1]	1.2	0.7	21.1	22.4	24.1
Attending a college or university	1.0 [2]	1.3	0.8	9.4	7.3	4.9
Unemployed and seeking work	0.1 [1]	0.8 [1]	–	1.7 [1]	3.3 [1]	0.6 [1]
Teaching at pre-K or post-sec level	0.4 [2]	0.4 [1]	–	1.8	6.2 [1]	6.8
Other	2.8	0.6	0.3 [1]	13.8	14.0	9.5
Military	0.0	0.0	0.0	–	–	–
Not reported	0.7 [2]	**	**	0.6 [2]	**	**

–Too few cases for a reliable estimate.

**The 1987–88 data were not imputed; 1990–91 and 1993–94 data were imputed.

[1] Coefficient of variation between 30% and 50%. See technical notes.

[2] Coefficient of variation greater than 50%. See technical notes.

NOTE: Percents may not add to 100% due to rounding. Similar estimates across tables 8 through 11 may vary due to the reference period for different survey items. Tables 8 and 9 reflect the former teachers reported status in the followup year. Table 10 shows data on the factors that affected the former teachers' decisions to leave the classroom. Table 11 is based on all teachers' base-year expectations for the next year. Base years in this table are 1987–88, 1990–91, and 1993–94.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Followup Survey, 1988–89, 1991–92 and 1994–95.

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Table 12.--Percentage of base year teachers who reported "dissatisfaction with teaching as a career" as one of three main reasons for leaving the profession, by main area of dissatisfaction: 1988–89, 1991–92, and 1994–95

Area of dissatisfaction	Public 1988–89	Public 1991–92	Public 1994–95	Private 1988–89	Private 1991–92	Private 1994–95
Total	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %
Inadequate support from administration	30.2	24.9	15.3	23.3	16.1 [1]	12.5
Poor student motivation to learn	20.3 [1]	18.8	17.6 [1]	13.0 [1]	21.2 [1]	5.7 [1]
Intrusions on teaching time	♦♦	10.8 [2]	4.5 [1]	♦♦	--	2.7 [2]
Lack of control over own classrooms	2.5 [1]	9.5 [2]	4.9 [1]	--	--	--
Student discipline problems	9.0	9.4	17.9	17.9	4.5 [2]	10.5 [1]
Inadequate time to prepare lesson pla	♦♦	5.5 [2]	2.1 [1]	♦♦	5.2 [1]	5.9 [2]
Poor opportunity for professional advancement	9.4 [1]	5.3	3.5 [1]	6.9 [2]	--	14.6 [1]
Lack of influence over school policies and practices	7.9	4.3	6.6	2.7 [2]	5.3 [2]	6.5 [1]
Lack of community support for schools	♦♦	3.0 [2]	♦♦	♦♦	0.0	♦♦
Unsafe working environment	1.1 [2]	2.8 [2]	♦♦	--	0.0	♦♦
Interference from others regarding what I taught	♦♦	2.0 [1]	♦♦	♦♦	1.2 [2]	♦♦
Class sizes too large	3.5 [1]	1.4 [1]	1.2 [1]	2.9 [2]	--	--
Generally poor working conditions	4.4	1.2 [1]	♦♦	8.4 [1]	--	♦♦
Poor salary	8.2	0.7 [1]	10.7 [1]	15.8	17.4 [1]	8.4 [1]
Lack of professional competence of colleagues	1.6 [2]	0.4 [2]	♦♦	3.0 [2]	--	♦♦
Lack of recognition and support from administration	♦♦	♦♦	13.8	♦♦	♦♦	30.2
Lack of resources and materials/ equipment for your classroom	♦♦	♦♦	1.7 [2]	♦♦	♦♦	0.0
Not reported	2.0 [2]	**	**	5.2 [2]	**	**

--Too few cases for a reliable estimate

♦♦Not asked on either the 1988–89, 1991–92, or 1994–95 Teacher Followup Survey

**The 1987–88 data were not imputed, 1990–91 and 1993–94 data were imputed

[1] Coefficient of variation between 30% and 50%. See technical notes

[2] Coefficient of variation greater than 50%. See technical notes

NOTE: Percents may not add to 100% due to rounding or missing values in cells with too few cases. This table is based on those former teachers who reported that being "dissatisfied with teaching as a career" was one of their three main reasons for leaving the teaching profession (weighted 1987-88 public n=11,731, private n=2,597, weighted 1990-91 public n=25,792, private n=5,683). Base years in this table are 1987–88, 1990–91, and 1993–94.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Followup Survey, 1988-89, 1991–92 and 1994–95

Table 13.--Percentage of base year teachers who reported "dissatisfaction with previous school" as one of three main reasons for changing schools, by main area of dissatisfaction: 1988–89, 1991–92, and 1994–95

Area of dissatisfaction	Public			Private		
	1988–89	1991–92	1994–95	1988–89	1991–92	1994–95
Total	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %
Inadequate support from administration	45.9	45.6	28.9	50.9	42.4	18.0 [1]
Unsafe working environment	1.3 [2]	13.2 [2]	++	--	--	++
Lack of professional competence of colleagues	6.1 [1]	6.6 [1]	++	6.6 [1]	3.6 [2]	++
Class sizes too large	6.5	5.4 [1]	--	--	0.0	0.0
Lack of community support for school	++	4.9 [1]	++	++	--	++
Poor student motivation to learn	6.3 [1]	3.6 [2]	10.1 [2]	--	--	0.0
Generally poor working conditions	6.8	3.4 [1]	++	4.4 [2]	8.0 [2]	++
Student discipline problems	2.5 [1]	3.2 [1]	12.3	2.0 [2]	--	--
Interference from others regarding what I taught	++	2.9 [2]	++	++	6.5 [2]	++
Lack of influence over school policies and practices	6.1 [1]	2.7 [2]	8.5 [1]	2.6 [2]	7.1 [2]	2.8 [2]
Poor opportunity for professional advancement	12.2 [1]	2.6 [2]	6.3 [1]	6.9 [1]	16.6 [1]	22.1 [1]
Lack of control over own classrooms	2.1 [2]	2.3 [2]	2.2 [2]	--	--	--
Poor salary	2.6 [1]	1.3 [2]	1.5 [2]	24.0	5.6 [1]	10.8 [1]
Inadequate time to prepare lesson pla	++	1.2 [2]	1.6 [2]	++	0.0	0.0
Intrusions on teaching time	++	0.9 [2]	--	++	0.0	--
Lack of recognition and support from administration	++	++	25.6	++	++	39.2
Lack of resources and materials/ equipment for your classroom	++	++	2.3 [1]	++	++	3.5 [1]
Not reported	1.6 [2]	**	**	1.0 [2]	**	**

--Too few cases for a reliable estimate

++Not asked on either the 1988–89, 1991–92, or 1994–95 Teacher Followup Survey

**The 1987–88 data were not imputed, 1990–91 and 1993–94 data were imputed

[1] Coefficient of variation between 30% and 50%. See technical notes.

[2] Coefficient of variation greater than 50%. See technical notes.

NOTE: Percents may not add to 100% due to rounding or missing values in cells with too few cases. This table is based on those current teachers who reported that being "dissatisfied with the previous school" was one of their three main reasons for leaving the school in which they had taught in 1987–88 or 1990–91 (weighted 1987-88 public n=42,956; private n=6,825; weighted 1990–91 public n=31,825; private n=5,204). Base years in this table are 1987–88, 1990–91, and 1993–94.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Followup Survey, 1988–89, 1991–92 and 1994–95.

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Table 14.–Percentage of public school teachers who think that each step is the most effective step that schools might take to encourage teachers to remain in teaching: 1988–89, 1991–92, and 1994–95

Step	1988–89			1991–92			1994–95		
	Stayers	Movers	Leavers	Stayers	Movers	Leavers	Stayers	Movers	Leavers
Total	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %
Providing higher salaries or better fringe benefits	64.4	61.0	46.1	53.4	54.6	37.8	53.1	47.2	39.9
Decreasing class size	5.5	5.6	6.4	11.0	9.7	13.1	10.4	12.3	6.8
Dealing more effectively with student discipline and making schools safer	7.3	9.2	10.3	9.7	11.2	14.7	16.0	16.7	20.6
Giving teachers more authority in the school and in their own classrooms	5.5	4.5	9.1	6.9	4.9	11.4	5.7	5.2	8.9
Reducing teacher workload	3.1	3.3[1]	3.0	3.1	1.3[1]	2.7	3.0	2.5	2.3
Reducing the paperwork burden on teachers	3.3	2.5	5.0	2.7	3.3[1]	4.5	1.9	2.1	1.8
Improving opportunities for professional advancement	2.8	4.5	5.8[1]	2.4	3.5[1]	2.1	2.1	3.4[1]	4.7
Increasing parent involvement in the schools	1.4	1.5	1.3	2.2	2.7[1]	2.9	1.1	1.4	2.0
Increasing standards for students' academic performance	1.3	1.6[1]	2.8	1.9	1.1[1]	2.2	1.1	1.9	2.6[2]
Providing better resources and materials for classroom use	1.4	1.2	2.2[2]	1.7	2.7[1]	2.4[1]	1.2	2.5	1.2
Giving special recognition to outstanding teachers	++	++	++	1.5	1.4	2.2	0.7[1]	1.1[1]	1.0[1]
Providing merit pay or other pay incentives to teachers	1.7	1.2	4.2[1]	1.2	0.6[1]	0.6[1]	0.6	1.0[1]	0.9[1]
Providing more support for new teachers (e.g., mentor teacher programs)	1.1	1.4	1.5	0.8[1]	0.8[1]	1.9[1]	1.5	1.0	4.5[1]
Providing teacher training in content areas and instructional methods	0.5[1]	0.3[1]	1.0	0.7[1]	1.4[1]	0.5[2]	++	++	++
Improving opportunities for professional development	++	++	++	++	++	++	0.7[1]	0.4[1]	1.6[1]
Providing tuition reimbursement for coursework required for certification or career advancement	++	++	++	0.7	0.8[1]	0.4[1]	0.5	1.1[1]	0.4[2]
Revising health insurance program to include stress reduction training (e.g., seminars, counseling)	++	++	++	0.2[1]	0.0[2]	0.5[2]	0.3[1]	–	0.6[2]
Not reported	0.5	2.2[2]	1.3	**	**	**	**	**	**

–Too few cases for reliable estimate.

++Not asked on either the 1988–89, 1991–92, or 1994–95 Teacher Followup Survey.

**The 1987–88 data were not imputed; 1990–91 and 1993–94 data were imputed.

[1] Coefficient of variation between 30% and 50%. See technical notes.

[2] Coefficient of variation greater than 50%. See technical notes.

NOTE: Percents may not add to 100% due to rounding. Base years in this table are 1987–88, 1990–91, and 1993–94. Stayers are teachers who were teaching in the same school in the current school year as in the base year. Movers are teachers who were still teaching in the current school year but had moved to a different school after the base year. Leavers are teachers who left the teaching profession after the base year.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Followup Survey, 1988–89, 1991–92, and 1994–95.

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Table 15.–Percentage of private school teachers who think that each step is the most effective step that schools might take to encourage teachers to remain in teaching: 1988–89, 1991–92, and 1994–95

Step	1988–89			1991–92			1994–95		
	Stayers	Movers	Leavers	Stayers	Movers	Leavers	Stayers	Movers	Leavers
Total	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %
Providing higher salaries or better fringe benefits	64.7	51.8	51.4	56.0	37.0	38.0	59.2	56.5	40.5
Decreasing class size	3.3	6.9	2.4	5.3	7.9	4.8	5.4	4.6	5.6
Dealing more effectively with student discipline and making schools safer	5.7	10.8	15.3	9.2	8.9	16.6	11.5	9.3	19.5
Giving teachers more authority in the school and in their own classrooms	5.9	4.5	5.2	4.9	10.1	6.7	4.4	3.8	9.6
Reducing teacher workload	1.8[1]	3.2	7.0[1]	2.4	3.8	3.3[1]	3.0	3.2[1]	2.3
Reducing the paperwork burden on teachers	2.6[1]	5.4[1]	2.6	2.2	4.2[1]	3.0[1]	1.8	1.1[1]	3.3[1]
Improving opportunities for professional advancement	5.2	2.1	3.1	2.6	4.7[1]	3.4[1]	1.8	4.9[2]	3.4
Increasing parent involvement in the schools	1.3[1]	2.5[1]	3.0[1]	2.5	3.2[1]	2.9[1]	1.5	1.4[2]	2.5
Increasing standards for students' academic performance	2.0[1]	1.0[1]	2.7[1]	3.3	4.9	6.0	1.5	4.2[2]	3.1[1]
Providing better resources and materials for classroom use	1.7[1]	1.0[1]	0.9[1]	2.3	1.2[2]	2.9[1]	1.1	3.6[1]	1.9[1]
Giving special recognition to outstanding teachers	++	++	++	1.1[1]	0.9[2]	2.3[2]	1.4	1.5[2]	3.9[1]
Providing merit pay or other pay incentives to teachers	2.8[1]	2.3	1.7	1.9	1.6[2]	1.9[2]	2.5	0.9[1]	1.3[1]
Providing more support for new teachers (e.g., mentor teacher programs)	0.8[2]	3.4	2.4	2.1	2.4[1]	1.6[1]	1.8	3.1[1]	1.6[1]
Providing teacher training in content areas and instructional methods	0.8[2]	0.6[1]	1.4[1]	0.9[1]	2.1[1]	4.0[2]	++	++	++
Improving opportunities for professional development	++	++	++	++	++	++	0.9[1]	--	1.3[1]
Providing tuition reimbursement for coursework required for certification or career advancement	++	++	++	1.4	6.6[2]	1.2[1]	1.6	1.1[1]	--
Revising health insurance program to include stress reduction training (e.g., seminars, couseling)	++	++	++	--	--	1.4[2]	0.5[1]	--	--
Not reported	1.4[1]	4.5[2]	1.0[1]	**	**	**	**	**	**

--Too few cases for a reliable estimate.

++Not asked on either the 1988–89, 1991–92, or 1994–95 Teacher Followup Survey.

**The 1987–88 data were not imputed; 1990–91 and 1993–94 data were imputed.

[1] Coefficient of variation between 30% and 50%. See technical notes.

[2] Coefficient of variation greater than 50%. See technical notes.

NOTE: Percents may not add to 100% due to rounding. Base years in this table are 1987–88, 1990–91, and 1993–94. Stayers are teachers who were teaching in the same school in the current school year as in the base year. Movers are teachers who were still teaching in the current school year but had moved to a different school after the base year. Leavers are teachers who left the teaching profession after the base year.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Followup Survey, 1988–89, 1991–92, and 1994–95.

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I. Overview

The 1994–95 Teacher Followup Survey (TFS) was sponsored by the National Center for Education Statistics (NCES) of the U.S. Department of Education to update information on teacher attrition and career patterns. The U.S. Bureau of the Census collected and processed the data.

The TFS is a survey of elementary and secondary school teachers who participated in the Schools and Staffing Survey (SASS)[1] and is conducted in the school year following the SASS data collection. The sample for the 1994–95 TFS was selected from those teachers who participated in the 1993–94 SASS; it consisted of all who left teaching within the year after SASS was administered and a subsample of those who continued teaching.

A. Purpose of the Survey

The major objectives of TFS are to:

- Provide estimates of teacher attrition rates;
- Examine the characteristics of those who stay in the teaching profession and those who leave;
- Obtain data on occupations or other activities for those who leave teaching and career information for those who are still teaching;
- Update information on education, other training, and career plans;
- Collect data on attitudes about the teaching profession and job satisfaction.

Congress, state education departments, federal agencies, private school associations, teacher associations, and educational organizations have used data from the 1988–89 and 1991–92 TFS surveys.

B. Periodicity of Survey

The TFS was conducted in the 1988–89, 1991–92, and 1994–95 school years (after the 1987–88, 1990–91, and 1993–94 administrations of SASS, respectively). NCES currently plans to conduct the next survey in the 1999–2000 school year; it will collect data from a subsample of teachers who participate in the 1998–99 SASS.

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[1] For a complete description of the 1993–94 Schools and Staffing Survey, see *1993–94 Schools and Staffing Survey: Data File User's Manual, Volume I: Survey Documentation*, by Gruber, K., Rohr, C., and Fondelier, S., U.S. Department of Education, National Center for Education Statistics (NCES 96-142-I).

C. Target Populations

The target population for the 1994–95 TFS was the universe of elementary and secondary school teachers who taught in schools that had a first grade and/or higher in the United States during the 1993–94 school year. This population was divided into two components—those who left teaching after the 1993–94 school year (former teachers) and those who continued teaching (current teachers).

The following terms are used in this publication and are defined as they apply to TFS:

Teacher. A teacher is any full-time or part-time school staff member who teaches one or more regularly scheduled classes in any of grades K-12 (or comparable ungraded levels).[2] In addition to regular full-time teachers, the following types of teachers are also included: (1) itinerant teachers, (2) long-term substitutes who fill the role of a regular teacher on a long-term basis, (3) administrators, counselors, librarians, or other professional or support staff who teach **any** regularly scheduled classes, and (4) other part-time teachers.

Leavers. Teachers who left the teaching profession after the 1993–94 school year.

Movers. Teachers who were still teaching in the 1994–95 school year but had moved to a different school after the 1993–94 school year.

Stayers. Teachers who were teaching in the same school in the 1994–95 school year as in the 1993–94 school year.

Out-of-Scope TFS teachers. Teachers who left the United States or who died.

The following definitions were used in the 1993–94 SASS; they describe variables included on each TFS respondent's record to identify the school where he/she taught during the 1993–94 school year. They are also used in this publication.

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[2] This definition was revised for the 1993–94 SASS and differs from the one used for previous administrations of SASS and TFS. In previous SASS and TFS surveys, a teacher was defined as a school staff member whose **primary assignment** was teaching in any of grades K–12 (or comparable ungraded levels). School staff whose primary assignment was something other than teaching were excluded, even if they taught some regularly scheduled classes.

Census region. The four Census regions are:

Northeast - Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut, New York, New Jersey, Pennsylvania

Midwest - Ohio, Indiana, Illinois, Michigan, Wisconsin, Minnesota, Iowa, Missouri, North Dakota, South Dakota, Nebraska, Kansas

South - Delaware, Maryland, District of Columbia, Virginia, West Virginia, North Carolina, South Carolina, Georgia, Florida, Kentucky, Tennessee, Alabama, Mississippi, Arkansas, Louisiana, Oklahoma, Texas

West - Montana, Idaho, Wyoming, Colorado, New Mexico, Arizona, Utah, Nevada, Washington, Oregon, California, Alaska, Hawaii

Common Core of Data (CCD). The Common Core of Data (CCD) is a group of surveys that collect public elementary and secondary education data from the 50 states, the District of Columbia, and the U.S. territories (American Samoa, Guam, Puerto Rico, Virgin Islands, Northern Marianas). CCD is an annual survey that collects information about staff and students in public schools at the school, district, and state levels. Revenue and expenditure data are also collected at the state level.

Local education agency (LEA). LEAs, or public school districts, are government agencies that employ elementary or secondary teachers and are administratively responsible for providing public elementary/secondary instruction and educational support services. Included are education agencies that do not operate schools but employ teachers, e.g., regional cooperatives that employ special education teachers who teach in schools in more than one school district.

School, alternative. Alternative schools serve students whose needs cannot be met in a regular, special education, or vocational school. They provide nontraditional education and may serve as an adjunct to a regular school. They fall outside the categories of regular, special education, and vocational education, although they may provide similar services or curriculum. Some examples of alternative schools are those for potential drop-outs, residential treatment centers for substance abuse (if they provide elementary or secondary education), and schools for chronic truants.

School, BIA. BIA schools are schools funded by the Bureau of Indian Affairs, U.S. Department of Interior. These schools may be operated by the BIA, a tribe, a private contractor, or an LEA (or school district).

School, combined. A combined school has one or more of grades K-6 **and** one or more of grades 9-12; for example, schools with grades K-12, 6-12, 6-9, or 1-12 are classified as combined schools. Schools in which all students are ungraded (i.e., not classified by standard grade levels) are also classified as combined.

School, elementary. A school is classified as elementary if it has one or more of grades 1-6 and does not have any grade higher than grade 8; for example, schools with grades K-6, 1-3, or 6-8 are classified as elementary schools.

School, private. A private school is a school that is not supported primarily by public funds (i.e., it is not a public school). It must provide instruction for one of more of grades 1 through 12 (or comparable ungraded levels), have one or more teachers and be located in a building that is not used primarily as a private home. Organizations or institutions that provide support for home schooling but do not offer classroom instruction for students are **not** included.

School, public. A public school is an institution that provides educational services for at least one of grades 1 through 12 (or comparable ungraded levels), has one or more teachers, is located in one or more buildings, and is supported primarily by public funds. State schools (e.g., schools for the deaf or the blind), schools in juvenile detention centers, and schools located on military bases and operated by the Department of Defense are included.

School, secondary. A school is classified as secondary if it has one of more of grades 7-12 and does not have any grades lower than grade 7; for example, schools with grades 9-12, 7-8, 10-12, or 7-9 are classified as secondary schools.

School, special education. Special education schools provide educational services to students with special physical or mental needs, i.e., students with mental disabilities (such as mental retardation or autism), physical disabilities (such as hearing-impairment), or learning disabilities (such as dyslexia).

School, vocational. Vocational schools primarily serve students who are being trained for semi-skilled or technical occupations.

Typology, private school. Private schools were assigned to one of three major categories and, within each major category, one of three subcategories. The categories and subcategories are:

- *Catholic* - (1) parochial, (2) diocesan, and (3) private;
- *Other religious* - (4) affiliated with a conservative Christian school association, (5) affiliated with a national denomination, and (6) unaffiliated;

- *Nonsectarian* - (7) regular, (8) special program emphasis, and (9) special education.[3]

Teacher, itinerant. An itinerant teacher teaches at more than one school, e.g., a music teacher who teaches three days per week at one school and two days per week at another.

Ungraded students. Ungraded students are those who are not assigned to a particular grade level (kindergarten, first grade, second grade, etc.); for example, special education centers and alternative schools often classify their students as ungraded. Students in Montessori schools are also considered ungraded if the school assigns them to "primary" and "intermediate" levels instead of specific grades.

II. Sample Design

A. SASS Sampling Frames

1. Public Schools

The public school sampling frame was based on the 1991–92 school year Common Core of Data (CCD). The CCD is collected annually by NCES from all state education agencies and is believed to be the most complete public school listing available. The frame includes regular public schools, some schools on Department of Defense military bases, and nonregular schools such as special education, vocational, and alternative schools. The frame also included 176 Bureau of Indian Affairs (BIA) schools.

2. Private Schools

The sampling frame for private schools was the 1991–92 Private School Survey (PSS).[4] This data collection used two components to develop estimates of the number of private schools in the United States. A *list frame* was the primary private school frame and an *area frame* was used to identify schools not on the list frame and thereby compensate for the undercoverage of the list frame.

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[3] See M. McMillen and P. Benson, *Diversity of Private Schools*, Technical Report, NCES 92-082 (Washington, D.C.: U.S. Department of Education, National Center for Education Statistics, 1991).

[4] U.S. Department of Education, National Center for Education Statistics, *Private School Universe Survey, 1991–92*, (E. Gerald, M. McMillen, S. Kaufman) NCES 94–350.

List Frame

The list frame used for the 1993–94 SASS private school sample was the same list used for the 1991–92 PSS. It consisted of approximately 25,051 schools from the PSS universe, which was updated in the spring of 1993 by using lists from 24 private school associations.

Area Frame

The SASS area frame consisted of a list of private schools that had not been included on the PSS universe and had not been reported by private school associations during the list frame updating operation. These schools were located in 123 selected PSUs[5] throughout the United States.

For more information, see the technical report *1993–94 Schools and Staffing Survey: Sample Design and Estimation,* by R. Abramson, C. Cole, S. Fondelier, B. Jackson, R. Parmer, S.Kaufman, (NCES 96–089).

Duplicate schools, as well as schools that did not meet the criteria for being in-scope for the survey (e.g., adult education centers, schools where the highest grade was prekindergarten or kindergarten, and tutoring services) were eliminated from the files before sampling. The resulting number of public schools on the 1993–94 public school frame was 82,746 (9,956 were sampled); the resulting number of private schools on the 1993–94 private school universe was 25,051 (3,315 were sampled). The list frame sample for 1993–94 SASS consisted of 3,162 schools. Additional duplicate private schools were discovered on the PSS after sampling had taken place; these schools received a weighting adjustment to account for their increased probability of selection. Additional out-of-scope public and private schools were detected after processing the sample schools' SASS school questionnaires. These schools were eliminated from further processing of the school samples and are not part of any SASS estimates of the number of schools.

B. SASS Stratification

1. Public Schools

The first level of stratification divided the universe of public schools into four types: (A) BIA (Bureau of Indian Affairs) schools; (B) Native American schools (schools with 19.5% or more Native American students); (C) schools in Delaware, Nevada, and West Virginia (where it was necessary to implement a different sampling methodology to select at least one school from each LEA in the state because of the small number of LEAs); and (D) all other schools (i.e., all schools not included in A, B, or C).

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[5] A PSU is a primary sample unit, which is a geographic area consisting of one or more contiguous counties or an independent city.

For the second level of stratification, the type B schools were stratified by Arizona, California, Montana, New Mexico, Washington, and all other states (except Alaska, since most Alaskan schools have high Native American enrollment). The type C schools were stratified first by state and then by LEA. The type D schools were stratified by state (all states and the District of Columbia, except Delaware, Nevada, and West Virginia).

Within each second level of stratification, regular schools were divided into three grade level strata (elementary, secondary, and combined schools), defined as follows:

- *Elementary* - Lowest Grade ≤ 6 and Highest grade ≤ 8
- *Secondary* - Lowest Grade ≥ 7 and Highest grade ≤ 12
- *Combined* - Lowest Grade ≤ 6 and Highest grade > 8

Nonregular schools such as special education, vocational, technical, adult education (if part of in-scope school) or alternative/continuation schools were classified as combined schools.

2. Private Schools

For list frame private schools, the frame was partitioned into an initial set of 228 cells. The first level of stratification was school association membership:

(1) Military - membership in the Association of American Military Colleges and Schools;
(2) Catholic - affiliation as Catholic or membership in the National Catholic Educational Association or the Jesuit Secondary Education Association;
(3) Friends - affiliation as Friends or membership in the Friends Council on Education;
(4) Episcopal - affiliation as Episcopal or membership in the National Association of Episcopal Schools;
(5) Hebrew Day - membership in the National Society for Hebrew Day Schools;
(6) Solomon Schechter - membership in the Solomon Schechter Day Schools;
(7) Other Jewish - other Jewish affiliation;

(8) Missouri Synod - membership in the Lutheran Church, Missouri Synod school association;
(9) Wisconsin Synod - membership in the Evangelical Lutheran Church - Wisconsin Synod school association or affiliation as Evangelical Lutheran - Wisconsin Synod;
(10) Evangelical Lutheran - membership in the Association of Evangelical Lutheran Churches school association or affiliation as Evangelical Lutheran Church in America;
(11) Other Lutheran - other Lutheran affiliation;
(12) Seventh-Day Adventist - affiliation as Seventh-Day Adventist or membership in the General Conference of the Seventh-Day Adventist Church;
(13) Christian Schools International - membership in Christian Schools International;
(14) American Association of Christian Schools - membership in the American Association of Christian Schools;
(15) National Association of Private Schools for Exceptional Children - membership in the National Association of Private Schools for Exceptional Children;
(16) Montessori - membership in the American Montessori Society or other Montessori association;
(17) National Association of Independent Schools - member of the National Association of Independent Schools;
(18) National Independent Private School Association - member of the National Independent Private Schools;
(19) All else - member of any other association specified in the PSS or affiliated with a group not listed above or not a member of any association.

Within each association membership, schools were stratified by grade level (elementary, secondary, or combined). Within association/grade level, schools were stratified by four Census regions (Northeast, Midwest, South, or West).

C. TFS Stratification and Sample Allocation

The 1994–95 TFS is a survey of approximately 7,200 teachers interviewed in the 1993–94 SASS Teacher Survey. As described earlier, the purpose of the 1994–95 TFS was to measure teacher attrition rates one year after the 1993–94 SASS data collection. In SASS, schools were selected first. Next, teachers were selected within each sampled school. The TFS teachers were selected from the SASS teacher sample. The TFS sample is a stratified sample that was allocated to allow comparisons of stayers, movers, and leavers within sector (public/private), experience groups, and level. Therefore, for the TFS, the **responding** 1993–94 SASS teachers were stratified by four variables (sector, teacher status, experience, teaching level) in the order shown.

1) Sector: (Public/Private School Indicator)

Public - teachers who taught in a public school system in the 1993-94 school year.

Private - teachers who taught in a private school in the 1993-94 school year.

2) Teacher status:

Leavers - teachers in the 1993-94 school year who left the teaching profession prior to the 1994-95 school year.

Stayers - teachers in the 1993-94 school year who were still teaching in the same school in the 1994-95 school year as they were in the previous school year.

Movers - teachers in the 1993-94 school year who were still teaching in 1994-95, but who were in a different school in the 1994-95 school year.

Don't know - teachers whose status was unknown (or was not reported) in 1994-95 by staff at the school in which they taught in 1993-94.

3) Experience: (New/Experienced Teacher Indicator)

New - teachers who had three years or less teaching experience at the end of the 1993-94 school year.

Experienced - teachers who had more than three years of experience at the end of the 1993-94 school year.

The teacher status and the teacher's teaching experience was defined by the school.

4) Teaching level:

Elementary - teachers who taught elementary students in the 1993-94 school year regardless of the level of the school (elementary, secondary, or combined) in which they taught.

Secondary - teachers who taught secondary students in the 1993-94 school year regardless of the level of the school (elementary, secondary, or combined) in which they taught.

The final TFS sample allocation is summarized in Table II-1.

Table II-1.—TFS sample allocation[1]

	Total	New	Experienced
Public	5,075	1,682	3,393
Leavers			
Total	2,035	294	1,741
Elementary	697	109	588
Secondary	1,338	185	1,153
Nonleavers	3,040	1,388	1,652
Elementary			
Total	1,624	692	932
Movers	700	364	336
Stayers	924	328	596
Secondary			
Total	1,416	696	720
Movers	664	438	226
Stayers	752	258	494
Private	2,097	838	1,259
Leavers			
Total	641	223	418
Elementary	343	119	224
Secondary	298	104	194
Nonleavers	1,456	615	841
Elementary			
Total	833	349	484
Movers	290	112	178
Stayers	543	237	306
Secondary			
Total	623	266	357
Movers	209	86	123
Stayers	414	180	234

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[1]"Don't know" strata cases are included in the "stayer" categories of this table.

D. SASS Sample Selection

1. Public Schools

Before the sample of public schools was selected, the schools within each stratum were sorted. To facilitate the calculation of LEA weights, it was important to keep all schools within a stratum and Local Education Agency (LEA) together. To accomplish this, the first three digits of the ZIP code of all schools within a stratum and LEA were set equal to those of the first school in the stratum and LEA.

After the ZIP code was recoded, non-BIA[7] schools within each stratum were sorted by the following variables:

1) State;
2) LEA metro status:
   1 = Central City of a Metropolitan Statistical Area (MSA)
   2 = MSA, not Central City
   3 = Outside MSA
3) Recoded LEA ZIP Code (The first three digits);
4) CCD LEA ID number;
5) Highest grade in school;
6) School percent minority:
   1 = < 5.5% or unknown
   2 = ≥ 5.5% and < 20.5%
   3 = ≥ 20.5% and < 50.5%
   4 = 50.5% or more;
7) School enrollment; and
8) CCD School ID (the CCD ID of the last school used.)

Within each stratum, non-BIA schools were systematically selected using a probability proportionate to size algorithm. The measure of size used was the square root of the number of teachers in the school as reported on the CCD file. Any school with a measure of size larger than the sampling interval was excluded from the probability sampling process and included in the sample with certainty. This selection process produced a sample of 9,780 non-BIA public schools.

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[7] BIA schools were not sorted since they were designated to be in sample with certainty. All 176 BIA schools were in the 1993-94 SASS school sample.

2. Private Schools

Within each stratum, private schools in the list frame were sorted on the following variables:

1) State;
2) Highest grade in school;
3) Urbanicity:
   1 = Large Central City
   2 = Mid-size Central City
   3 = Urban Fringe of Large City
   4 = Urban Fringe of Mid-size City
   5 = Large Town
   6 = Small Town
   7 = Rural
4) ZIP Code (The first two digits);
5) 1991–92 PSS enrollment;
6) PIN number (a unique number that identifies the school on the PSS).

Within each stratum, private schools in the list frame were systematically selected using a probability proportionate to size algorithm. The measure of size used was the square root of the 1991–92 PSS number of teachers in the school. Any school with a measure of size larger than the sampling interval was excluded from the probability sampling process and included in the sample with certainty.

3. Teachers

Selecting the teacher sample in both public and private schools involved the following steps:

- The selected schools were asked to provide teacher lists;

- From the lists, 56,736 public school teachers and 11,548 private school teachers were selected.

The public and private teacher sample selections are described together because identical methodologies were used. The only differences were in the average number of teachers selected within a school.

Teacher Frame

Each selected school was asked to provide a list of their teachers with selected information for each teacher. Nine percent of the private schools and four percent of the public schools did not provide teacher lists. A factor in the teacher weighting system was used to adjust for these nonparticipant schools.

The sample schools were asked to provide the following information for each teacher listed:

- Whether the teacher was new or experienced, where "new" was defined as three years or less of teaching experience and "experienced" was defined as having more than three years of experience;
- Race/ethnicity;
- Whether teacher taught bilingual or English as a Second Language (ESL) classes;[8]
- Main subject taught (General elementary, special education, and all others for elementary level teachers; math, science, English, social studies, vocational education, special education, and all others for secondary teachers.)

The above information for each teacher in a selected SASS school comprised the school teacher frame.

Within each selected school, teachers were stratified into one of five teacher types in the following hierarchical order:

1) Asian or Pacific Islander (API)
2) American Indian or Aleutian or Eskimo (AIAE)
3) Bilingual/ESL
4) New
5) Experienced

Within-School Teacher Allocation

First, the total number of sample teachers to be selected for each school without regard to strata was calculated assuming no teacher oversampling for new teachers. Then, to allocate across the strata, public school teachers were allocated to the new and experienced categories proportional to their numbers in the school. However, for private teachers, it was decided to oversample new teachers to ensure that there would be a sufficient sample of new teachers in the TFS. (This was also done in 1990–91 SASS.)

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[8] In bilingual classes, subject matter (science, math, social studies, etc.) is taught by using a language other than English. In ESL classes, English is taught to students whose primary language is not English.

Asian or Pacific Islander, American Indian or Aleutian or Eskimo, and bilingual teachers were oversampled at a rate to ensure a set number of each group was selected. To make sure a school was not overburdened, the maximum number of teachers per school was set at 20. When the number of sample teachers exceeded 20 in a school, the Asian or Pacific Islander, American Indian or Aleutian or Eskimo, and bilingual teachers were proportionally reduced to meet the maximum requirement.

Within each teacher stratum, secondary teachers were sorted by teacher's main subject taught (as reported by the principal on the SASS Teacher List); and elementary teachers were sorted by general elementary, special education, or other teaching assignment. When combined schools had both elementary and secondary teachers, the teachers were sorted by grade level/main subject taught. This method was used to assure a good distribution of teachers by main subject taught.

Within each school and teacher stratum, teachers were selected systematically with equal probability.

A total of 68,284 teachers were selected for SASS (62,770 new and experienced; 1,735 Asian Pacific Islander; 1,661 American Indian or Aleutian or Eskimo; and 2,118 bilingual/ESL). Table II-2 shows the number of selected teachers in SASS sample by teacher type and sector.

Table II-2.—Number of selected teachers in SASS sample, by teacher type and sector

Teacher type	Public	Private	Total
American Indian/Aleut/Eskimo	1,525	136	1,661
Asian/Pacific Islander	1,483	252	1,735
Bilingual/ESL	2,024	94	2,118
New	4,799	2,182	6,981
Experienced	46,905	8,884	55,789
Total	56,736	11,548	68,284

E. TFS Sample Selection

Sorting. Within each public TFS stratum, teachers who responded to the 1993–94 SASS Teacher Survey were sorted by teacher subject, Census region, urbanicity, school enrollment, and SASS teacher control number. Within each private TFS stratum, responding teachers were sorted by teacher subject, association membership (list frame), affiliation (area frame), urbanicity, school enrollment, and SASS teacher control number.

Sample Selection. After they were sorted, teachers were selected within each stratum using a probability proportional to size sampling procedure. The measure of size was the 1993–94 SASS intermediate teacher weight, which is the product of the Basic Weight, Sampling Adjustment Factor, School Nonresponse Factor, Teacher Noninterview Factor, and the First-Stage Ratio Adjustment Factor. (See Table II.1 for more details on TFS Sample allocation.)

For more information about weights and estimation in SASS, see the technical report *1993–94 Schools and Staffing Survey: Sample Design and Estimation*, by R. Abramson, C. Cole, S. Fondelier, B. Jackson, R. Parmer, S. Kaufman, (NCES 96–089).

III. Data Collection

A. Time Frame of the Survey

The Bureau of the Census collected the 1994–95 TFS data during the 1994–95 school year. Table III-1 summarizes the specific data collection activities and the time frame in which each occurred.

Table III-1.—Data collection time schedule

Activity	Month of Activity
Advance letters mailed to LEAs and state administrators	August 1994
Teacher Status Forms (TFS-1) and letters mailed to sample schools	September 1994
Reminder postcards mailed to sample schools	September 1994
Telephone followup of Teacher Status Forms not returned by schools	October-November 1994
Initial mailing of leaver/stayer questionnaires (TFS-2 and TFS-3)	January 1995
Second mailing of leaver/stayer questionnaires (TFS-2 and TFS-3)	February 1995
Telephone followup of mail questionnaire nonrespondents	March-May 1995

B. Data Collection Procedures

The U.S. Bureau of the Census collected TFS data in two phases:

Phase 1 - In September 1994, the Census Bureau mailed teacher status forms (TFS-1) to schools that had provided lists of teachers for 1993–94 SASS. On this form, the school principal (or other knowledgeable school staff member) was asked to report the current occupational status of each teacher who participated in the 1993–94 SASS, by indicating whether he/she was still at the school in a teaching or nonteaching capacity, or had left the school to teach elsewhere or for a non-teaching occupation. One week after the TFS-1 mailout, reminder postcards were mailed to the sample schools. In October and early November, Census interviewers telephoned schools that had not returned the TFS-1 to obtain the requested information.

If the school staff indicated a sample teacher had moved, the Census Bureau also tried to obtain address correction information for the sample teacher's home address through the post office.

Phase 2 - In January 1995, the TFS questionnaires were mailed to selected teachers and former teachers. The Questionnaire for Former Teachers (TFS-2) was sent to sample persons reported by school administrators as having *left* the teaching profession. The Questionnaire for Current Teachers (TFS-3) was sent to sample persons who were reported as still teaching at the elementary or secondary level. When home addresses were available, the questionnaires were mailed there. Otherwise, they were mailed to the sample teacher's 1993–94 school.

In February, the Census Bureau mailed a second questionnaire to each sample person who had not returned the first questionnaire. Also, for those who returned the first form and indicated that it did not apply to them (because their status was incorrectly reported by their 1993–94 school), the appropriate questionnaire was mailed to them. For example, if a sample person who was teaching in another school received the questionnaire for former teachers (TFS-2), he/she was instructed to return the questionnaire; the Census Bureau sent the correct questionnaire (TFS-3 for current teachers) to the respondent during the second mailout.

In late March 1995, Census interviewers began calling sample persons who had not returned a mail questionnaire. In addition to these nonresponse followup cases, some "nonmailable" cases (cases with incomplete addresses) were assigned for telephone followup. If the interviewers were unable to contact a sample teacher through a contact person (two contact persons had been listed by the sample teacher on the SASS form as knowing how or where to get in touch with him or her) or through directory assistance, they called the sample person's 1993–94 school to obtain information about the person's current address or employer. Telephone followup of nonrespondents ended in May 1995.

During the telephone followup, the interviewers used form TFS-4, Telephone Questionnaire for the Teacher Followup Survey 1994–95, to collect the data. This form was a combination of the TFS-2 and the TFS-3 questionnaires; i.e., data for a current or a former teacher could be recorded on this single form.

IV. Edit Procedures

A. Clerical Edit

Questionnaires returned by individual respondents and those completed by Census interviewers during telephone followup were sent to the Census Bureau processing center in Jeffersonville, Indiana. Upon receipt, clerks assigned codes to each questionnaire to indicate its status—e.g., complete interview, refusal, deceased. Then they performed a general clerical edit that included reviewing all entries for legibility and making corrections, e.g., changing "one" to "1" and rounding fractions to whole numbers. For the TFS-2 (Questionnaire for Former Teachers), the clerks also assigned industry and occupation codes[9] to the respondent's current job (questionnaire item 3). For TFS-3 (current teachers) respondents teaching in a different state, they assigned a state FIPS code to the respondent's new state (questionnaire item 13).

After the clerical edit, the questionnaires were batched by type and interview status (i.e., interviews, noninterviews, out-of-scope for survey) for data keying. Data entry personnel were instructed to correct all errors identified during the keying operation and to refer problem cases to their supervisor. To assure the quality of the data, all keying was independently verified at the 100 percent level.

B. Preliminary ISR Classification

After keying data, the next step in processing was to make a preliminary determination of each case's interview status (ISR)—i.e., whether it was an interview, a noninterview, or out-of-scope for the survey. In general, those cases with "out-of-scope" check-in codes (assigned by clerks when questionnaires were received at the processing center) were classified as out-of-scope (ISR=3) for the preliminary ISR.

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[9] The lists of industry and occupation codes used for TFS-2 item 3 are provided in Appendix D of this publication.

Otherwise, cases with data entries were classified as interviews (ISR=1) and those with no data were classified as noninterviews (ISR=2).

C. Computer Edit

After the assignment of the preliminary ISR code, the file was divided into two files: (1) former teachers (leavers) and (2) current teachers (stayers and movers). Then these files were submitted to a computer edit that consisted of a range check, a consistency edit, and a blanking edit. Only records classified as interviews in the preliminary ISR were edited.

The *range check* deleted entries that were outside the range of acceptable values.

The *consistency edit* identified inconsistent entries within each record and, whenever possible, corrected them; if they could not be corrected, the entries were deleted.

Example: *If the respondent answered "Yes" in Item 9 to indicate that he/she had earned a college degree during the past 12 months but recorded a date in Item 10 (month and year of degree) that was later than June 1995, the "Yes" response in Item 9 was changed to "No" in the consistency edit and the entry in Item 10 was deleted.*

The *blanking edit* deleted extraneous entries and assigned the "not answered" (-N) code to items that should have been answered but were not.

D. Final Interview Status Edit

After the range check, consistency edit, and blanking edit were completed, the records were edited to determine whether the case was eligible for inclusion in the survey and, if so, whether sufficient data had been collected for the case to be classified as an interview. An interview status recode (ISR) value was then assigned to each case as a result of the edit.

- A case was classified as **out-of-scope** (ISR=3) if the respondent had died or moved out of the United States.

- A TFS-2 case (former teacher) was classified as an **interview** (ISR=1) if four of these items were reported:
  Item 1 - Main occupational status
  Item 4 - Full-time/part-time employee status
  Item 5 - Earnings at new job
  Item 8 - Main activity for next year

Item 18 - Whether respondent plans to return to teaching
Item 23a - Main reason for leaving teaching profession

- A TFS-3 case (current teacher) was classified as an **interview** (ISR=1) if six of these items were reported:
  Item 5a - Full-time/part-time teaching status
  Item 7a - Main teaching assignment field
  Item a - Whether respondent is certified in main teaching assignment field
  Item 9a - Whether respondent is certified in other teaching assignment field
  Item 10 - Grade levels of students taught by respondent
  Item 11 - Type of community where school is located
  Item 12 - Whether respondent has changed schools
  Item 28 - Main activity for next year
  Item 51b(1) - Teaching salary
  Item 51c - Total earned income

- A case was classified as a **noninterview** (ISR=2) if the conditions for out-of-scope cases and interview cases were not met.

Table IV-1.—Number of 1994-95 Teacher Followup Survey teachers in sample, by sector and interview status

Teachers in sample	Interviewed	Not interviewed	Out-of-scope
Public	4,528	463	34
Current teachers	2,798	281	2
Former teachers	1,730	182	32
Private	1,751	330	17
Current teachers	1,175	232	0
Former teachers	576	98	17
BIA	44	6	0

NOTE: Noninterviews and out-of-scope teachers are not included in the TFS analytic or public-use datafiles.
SOURCE: U.S. Department of Education, National Center for Education Statistics, "Teacher Followup Survey, 1994-95," (TFS-2 Former Teachers Questionnaire, and TFS-3, Current Teacher Questionnaire) unpublished tabulations.

V. Response Rates

A. Survey Response Rates

Table V-1 summarizes the weighted and unweighted response rates for the TFS (shown in percentages).

Table V-1.—Response rates, by sector and teaching status, unweighted and weighted

	Interviews	
Sampled Teachers	**Unweighted**	**Weighted**
Public	90.7	92.3
Current teachers	90.9	92.5
Former teachers	90.5	89.2
Private	84.1	87.2
Current teachers	83.5	87.2
Former teachers	85.5	87.6
BIA	88.0	99.5
Current teachers	95.5	99.9
Former teachers	82.1	88.9
Total	88.8	91.6
Current teachers	88.6	91.8
Former teachers	89.1	88.8

Table V-2.—Survey response rates for 1993-94 SASS Teacher List, 1993-94 Schools and Staffing Teacher Survey, and 1994-95 Teacher Followup Survey, weighted

	Sector			
	Public		Private	
Components	Current Teachers	Former Teachers	Current Teachers	Former Teachers
SASS Teacher List response rate	95.0		91.0	
SASS Teacher Survey response rate	88.2		83.2	
Teacher Followup Survey response rate	95.5	89.2	87.2	87.6

A cumulative overall response rate is the product of the survey response rates shown in Table V-2, (SASS Teacher List response rate) (SASS Teacher Survey response rate) (TFS Teacher response rate). The cumulative overall response rates by sector and teacher status for the 1994-95 TFS are

Public current teachers (.95)(.882)(.955)(100)=80.0
Public former teachers (.95)(.882)(.892)(100)=74.7
Private current teachers (.91)(.832)(.872)(100)=66.0
Private former teachers (.91)(.832)(.876)(100)=66.3

Includes stayers and movers.

Percent of schools providing teacher lists for the 1993-94 SASS sample, unweighted.

Percent of eligible sample teachers responding to the 1993-94 SASS Teacher Survey, weighted.

This rate does not include the 5 percent of the public schools which did not provide teacher lists.

This rate does not include the 9 percent of the private schools that did not provide teacher lists.

Percent of eligible sample teachers responding to the 1994-95 Teacher Followup Survey, weighted.

B. Item Response Rates

Table V-3 is a brief summary of the unweighted item response rates for the 1994-95 TFS questionnaires. A response rate for an item is defined as the number of records with valid responses to that item divided by the number of eligible respondents for the item.

Table V-3.—Summary of Unweighted Item Response Rates		
	Former teachers	**Current teachers**
Range of item response rates	78-100%	63-99%
Percentage of items with a response rate of 85% or more	98.8%	91.8%
Percentage of items with a response rate less than 85%	1.2%	8.2%
Items[17] with a response rate less than 85%	7	5b, 5c, 8b, 15a(1), 15a(2), 15a(3), 15b(3), 15b(4), 17b

VI. Imputation

For questionnaire items that should have been answered but were not, values were imputed by using data from (1) other items on the questionnaire, (2) the 1993-94 SASS Teacher Survey record for the same respondent, and (3) data from the record for a respondent with similar characteristics (commonly known as the nearest neighbor "hotdeck" method for imputing for item nonresponse[18]).

For some incomplete items, the entry from another part of the questionnaire, the SASS Teacher Survey record, or the data record for a similar case was directly imputed to complete the item; for others, the entry was used as part of an adjustment factor with other data on the incomplete record.

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[17] The questionnaire wording for these items can be found in Appendices B and C of this publication.

[18] Kalton, G. and Kasprzyk, D. (1982), "Imputing for Missing Survey Responses," *Proceedings of the Section on Survey Research Methods*, American Statistical Association, 22-31; Kalton, G., *Compensating for Missing Survey Data*. Ann Arbor: Survey Research Center, University of Michigan, 1983; Kalton, G. and Kasprzyk, D. (1986), "The Treatment of Missing Survey Data," *Survey Methodology*, Vol. 12, No 1, pp. 1-16; Little, R. J. A. and Rubin, D. B. (1987), *Statistical Analysis with Missing Data*, John Wiley and Sons; Madow, W. G., Olkin, I., and Rubin, D. B. (eds.) 1983, *Incomplete Data in Sample Surveys*, Vols. 1, 2, and 3, New York: Academic Press.

The procedures described above were carried out by computer processing. However, for a few items there were cases where entries were clerically imputed. The data record, SASS teacher file record, and in some cases, the questionnaire were reviewed and an entry consistent with the information from these sources was imputed. This procedure was used when (1) there was not suitable record to use as a donor, (2) the computer method produced an entry that was outside the acceptable range for that item, or (3) there were very few cases where an item was unanswered (usually less than 15).

Values were imputed to items with missing data within records classified as interviews (ISR=1). Noninterview adjustment factors were used during the weighting process to compensate for data missing because the sample person was a noninterview (ISR=2).

Entries imputed to TFS records are identified by flags that denote the stage or type of imputation: 1 = ratio adjustment of original entry, 2 = entry was imputed by using other data on the record or from the SASS teacher file, 3 = entry was imputed by using data from the record for a similar sample person (donor), 4 = clerical imputation, 0 = not imputed.

The variable names for these flags are F_(variable name), where variable name is the variable name for the data entry, e.g., F_TFS012 is the imputation flag for variable TFS012 (item 6 of the TFS-2).

VII. Weighting

A. SASS Teacher Weights

The SASS teacher basic weight is the inverse of the probability of selection of the teacher. Teacher basic weights were adjusted to account for schools that refused to provide lists of teachers (school nonresponse adjustment factor), and for teachers who were selected for the survey but did not provide questionnaire data (teacher noninterview factor). In addition, the school sampling adjustment factor and the first-stage ratio adjustment factor were also applied to produce the final weight.

School sampling adjustment factor was applied to certain schools to account for duplicate records, merged schools, or any other circumstance that would affect the school's true probability of selection.

School nonresponse adjustment factor was calculated to compensate for schools that refused to provide lists of their teachers.

First stage ratio adjustment factor adjusted the sample weighted count of all cases (interviewed, noninterview, and out-of-scope) to known frame totals. For public schools, the frame totals such as grade level by urbanicity by state came from the

1991-92 CCD. For private schools on the list frame, the updated private school list frame universe was the source of totals such as grade level by association membership.

B. TFS Teacher Weights

The final TFS sample weight equals:

TFS basic weight x SASS weighting adjustment factor x TFS noninterview adjustment x TFS ratio adjustment

where:

TFS basic weight is the inverse of the probability of selecting a teacher for TFS. This weight is the product of the intermediate teacher weight from SASS (described in previous section) and TFS subsampling adjustment factor. The TFS subsampling adjustment factor is an adjustment that accounts for the subsampling of teachers from SASS sample teachers.

SASS weighting adjustment factor is used to adjust for the fact that preliminary SASS final weights were used in computing the TFS basic weight. The weighting adjustment factor adjusts for any changes that may have occurred between the preliminary and final weighting calculations.

TFS noninterview adjustment is the factor used to adjust for teachers who participated in SASS but did not participate in the 1994-95 TFS.

TFS ratio adjustment is the factor used to adjust the TFS sample totals to known SASS sample totals. This adjustment ensures that the weighted number of TFS teachers (interviews, noninterviews, and out-of-scopes) will equal the weighted number of SASS teachers from 1993-94.

VIII. Variance Estimation

The previous SASS surveys (1987-88 and 1990-91) used the variance procedure known as balanced half-sample replication (BHR). A fundamental problem with BHR is that it assumes sampling is done with replacement. Hence, BHR cannot reflect the increase in precision due to sampling a large proportion of a finite population. For most surveys, where the sampling rates are small, the increase in precision will be small and can be safely ignored. However, in SASS the public surveys (school, principal, teacher, library, and librarian) are designed for reliable state estimates. This necessarily implies large sampling rates, which can lead to very large variance overestimates with BHR. Likewise, some of the private surveys (school, principal, and teacher) are designed to produce detailed private association estimates, which also imply large sampling rates, and variance overestimation with BHR.

To overcome this problem, a bootstrap variance estimator was implemented for the 1993–94 SASS. The bootstrap variance reflects the increase in precision due to large sampling rates.

The idea behind bootstrap variance estimation[18] is to use the distribution of the sample weights to generate a bootstrap frame. Bootstrap samples can be selected from the bootstrap frame, replicate weights computed, and variances estimated with standard BHR software. The bootstrap replicate basic weights (inverse of the probability of selection) were subsequently reweighted by processing each set of replicate basic weights through the full-sample weighting procedure.

Further analysis of the bootstrap replicate basic weights revealed that approximately 6% of SASS school replicate weights fell outside a 95% confidence interval. This is only slightly higher than the expected 5% and indicates the bootstrap replicate weights are close to normally distributed.

Public schools. The SASS public school data files contain a set of 48 bootstrap weights, which can be used with any BHR software package. If the package requires specifying a variance methodology, BHR can be specified. At this point, variance computation is similar to the previous SASS and TFS rounds. The difference is in the use of bootstrap methods to produce the replicate weights.

Public school principal replicate weights are the same as the school replicate weights

Private schools. For private schools, the list frame used the bootstrap methodology as described above. For the area frame, the PSU sampling rates were very small, negating the advantage of using bootstrap.

BHR methodology was employed in the area frame as it has been for all previous SASS. Half-samples are defined by pairing sample PSUs within each sampling stratum, forming variance strata. The final product is a set of 48 replicate weights. After the variance strata were assigned, an orthogonal matrix was used to form the 48 balanced half-sample replicates. Thus, the same methodology can be applied to both the list frame and the area frame replicate weights to compute variances.

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[18] For more information about bootstrap variance methodology and how it applies to SASS and TFS, see: Efron, B (1982), *The Jackknife, the Bootstrap and Other Resampling Plans*, SIAM No. 38; Kaufman , S. (1992), "Balanced Half-sampled Replication with Aggregation Units," Proceedings of the Section on Survey Research Methods, American Statistical Association, 1992. Alexandria, VA: American Statistical Association. Kaufman, S. (1993), "A Bootstrap Variance Estimator for the Schools and Staffing Survey," Proceedings of the Section on Survey Research Methods, American Statistical Association, 1993. Alexandria, VA: American Statistical Association. "Properties of the Schools and Staffing Survey's Bootstrap Variance Estimator," Proceedings of the Section on Survey Research Methods, American Statistical Association, 1994. Alexandria, VA: American Statistical Association. Sitter, R.R. (1990), "Comparing Three Bootstrap Methods for Survey Data," *Technical Report Series of the Laboratory for Research in Statistics and Probability*, Carlton University.

Teacher replicates. The teacher replicate weights are generally equal to the school bootstrap replicate weights times the inverse of the conditional probability of selection of the teacher given the school was selected in the SASS school sample. These adjusted bootstrap replicate weights are provided on the file. BHR methodology was employed rather than bootstrap in two instances. First, if a school was selected with certainty and, subsequently, teachers were not sampled with certainty, no bootstrap replicate weights were available, so records were sorted by school stratum, order of selection, and control number, and then assigned variance stratum and panel.

The second instance was in the private area frame. These teacher sample records were assigned replicate weights by multiplying the school BHR replicate weights by the teacher's conditional probability of selection given the school was selected in the SASS school sample.

TFS teachers. Since the TFS sample was a proper subsample of the SASS teacher sample, the SASS teacher replicates were used for the TFS sample. The TFS basic weight for each TFS teacher was multiplied by each of the 48 SASS replicate weights divided by the SASS teacher full-sample intermediate weight for that teacher. To calculate 48 replicate weights which should be used for variance calculations, these TFS replicate basic weights were processed through the remainder of the TFS weighting system.

A variance estimate is obtained by first calculating the estimate for each replicate, then summing the squared deviations of the replicate estimates from the full-sample estimate, and finally dividing by the number of replicates:

$$\sum_{k} (\hat{y}_k - \hat{y})^2/48$$

where $k = 1, 2 \ldots 48$,

$\hat{y}_k$ = kth replicate estimate

and $\hat{y}$ = full sample estimate.

When calculating variance estimates for some small subdomains of interest (e.g., vocational education teachers), sparseness of the data may result in there being no data from some replicates. This can result in either an extremely large variance estimate or failure of the software used to calculate the variance, with possibly a warning message.

WESTAT, Inc. has developed a PC-based replication program, WesVarPC. WesVarPC is available on the World Wide Web. The URL for WESTAT, Inc. is http://www.westat.com. There is a link on the WESTAT home page to the WesVarPC home page. WesVarPC version 2.1, along with the documentation, is available for download at no charge.

IX. Reinterview Program

The purpose of the reinterview for the TFS was to evaluate response variance. Measuring response variance allows us to determine the degree of variability between the original interview responses and the reinterview responses. If the degree of variability is high, questions that need improvement can be determined. A sample of 1,545 cases was selected, expecting 1,000 completed reinterviews. Oversampling occurred to account for potential nonresponse based on the 1991–92 TFS. In actuality we obtained 870 completed reinterviews.

We used two reinterview questionnaires—the TFS-3(R) for mail cases and the TFS-3(R)T for telephone cases. Each questionnaire contained a subset of questions from the original questionnaire.

The TFS reinterview took place from February 21, 1995 through June 16, 1995. An analysis of the reinterview data is in progress.

X. Confidentiality Protection Measures

The 1994–95 TFS data are released in accordance with the provisions of the General Education Provisions Act (GEPA) (20 USC 1221e-1) and the Carl D. Perkins Vocational Education Act. GEPA ensures privacy by ensuring that respondents will never be individually identified.

Under Public Law 100-297, the NCES is responsible for protecting the confidentiality of individual respondents and is releasing data to the public to use for statistical purposes only. Record matching or deductive disclosure by any user is prohibited.

To ensure that the confidentiality provisions contained in PL 100-297 have been fully implemented, procedures for disclosure avoidance were used in preparing the data tape in this release. Every effort has been made to provide the maximum research information consistent with reasonable confidentiality protections.

To prevent disclosure of the identities of teachers on the public use data tapes, state identifiers (for the public school teachers) and state, regional, and detailed affiliation and association codes (for the private school teachers) have been removed. In addition, continuous variables on the questionnaire that would permit disclosure of a teacher's identity (age and salary) have been coded into categories. The new categories for recoded variables are defined for the appropriate source codes on the attached tape record layouts. A few items have been deleted from the files altogether because of disclosure problems. These will be missing on the record layouts.

Difference between public and restricted use file. To protect the confidentiality of responding teachers, certain categories were collapsed on the public use file so that teachers cannot be identified. These included base academic year salary, teacher's age, total enrollment, percent minority enrollment, and the community type (rural, small town, urban, and central city) of the school. State identifiers and school affiliation were deleted from the public use file.

XI. Changes to TFS Content from 1991–92 to 1994–95

Some changes to wording and the order of specific items has occurred. Also, a new section was added to the Questionnaire for Current Teachers (TFS-3) to collect data on teaching methods. These new questions are Items 31-50.

XII. Caution Concerning the Measurement of Change Using 1991–92 and 1994–95 TFS

Changes in question wording. Caution must used in the interpretation of change estimates between 1991–92 and 1994–95 TFS since specific questions are not always worded the same in both surveys.

XIII. User Notes and Comments

We are interested in your reaction to the information presented here about the Teacher Followup Survey (TFS) data collection system as well as the microdata files we release. We welcome your recommendations for improving our survey work and data products. If you have suggestions or comments or want more information about this report, please contact:

Teacher Followup Survey
National Center for Education Statistics
555 New Jersey Avenue, NW
Washington, DC 20208-5651

We are also interested in the research you do using the TFS data sets. We would be pleased to receive copies of reports, working papers, and published articles you write, which use data from the TFS. Send them to the address above.

THANK YOU FOR TAKING THE TIME TO RESPOND!

Appendix A

Standard Error Tables

Table A1.—Standard errors for attrition rates from the teaching profession, by main field of assignment: From 1987–88 to 1988–89, from 1990–91 to 1991–92, and from 1993–94 to 1994–95 (table 1)

Base year's main field of assignment	Public			Private		
	From 87–88 to 88–89	From 90–91 to 91–92	From 93–94 to 94–95	From 87–88 to 88–89	From 90–91 to 91–92	From 93–94 to 94–95
Total	0.30	0.36	0.34	0.85	0.80	0.70
Kindergarten	0.69	1.56	0.72	2.65	2.74	3.02
General elementary	0.64	0.61	0.78	1.23	1.28	1.02
Art/music	0.79	1.44	1.54	4.38	3.26	2.40
Bilingual/ESL	3.11	2.04	1.55	—	—	11.21
Business	2.27	3.64	1.57	24.45	7.65	—
English/language arts	1.76	1.09	1.49	3.38	3.12	2.26
Health	0.81	0.85	1.25	2.99	4.37	2.49
Home economics	2.35	1.08	2.83	19.44	—	—
Industrial arts	1.27	0.87	1.61	—	—	22.29
Math	0.74	1.29	1.44	2.64	2.89	3.02
Reading	1.25	1.22	1.01	3.13	13.49	3.04
Social studies	1.73	1.22	0.78	2.86	3.66	3.02
Science total	1.21	1.96	1.43	2.25	2.08	2.06
Biology	0.94	1.17	2.03	5.05	3.55	3.94
Chemistry/physics	2.06	2.38	0.67	4.12	3.28	5.75
General science/earth science	2.09	3.71	2.49	3.75	3.05	3.61
Special education total	1.23	0.93	1.09	9.21	3.95	3.52
Mentally retarded	4.24	1.72	4.42	15.84	—	—
Learning disabled	0.65	0.92	2.25	10.34	2.57	2.82
Other special education	2.51	1.26	1.56	18.13	6.91	4.32
Vocational education	2.47	1.67	2.54	0.00	30.80	—
Foreign languages	++	0.44	1.23	++	3.69	2.01
Physical science	**	**	2.79	**	**	2.46
All others*	0.78	1.01	2.40	3.64	3.03	2.78

—Too few cases for a reliable estimate.
++Foreign languages in 1987–88 was included in the "All others" category.
*Includes computer science, remedial education, religion, gifted, prekindergarten, and all others (and foreign languages in 1987–88).
**No equivalent category in 1987–88 or 1990–91.
NOTE: Base years in this table are 1987–88, 1990–91, and 1993–94.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Followup Survey, 1988–89, 1991–92, and 1994–95.

Table A2.—Standard errors for attrition rates from the teaching profession, by selected teacher characteristics: From 1987–88 to 1988–89, from 1990–91 to 1991–92, and from 1993–94 to 1994–95 (table 2)

Base year's teacher characteristics	Public			Private		
	From 87–88 to 88–89	From 90–91 to 91–92	From 93–94 to 94–95	From 87–88 to 88–89	From 90–91 to 91–92	From 93–94 to 94–95
Total	0.30	0.36	0.34	0.85	0.80	0.70
Sex						
Male	0.52	0.60	0.32	1.72	1.91	1.20
Female	0.39	0.46	0.44	0.92	0.84	0.78
Not reported	6.96	**	**	—	**	**
Age						
Less than 25	0.91	2.30	1.05	3.79	4.91	4.19
25 to 29	1.16	1.21	1.25	2.42	2.27	1.95
30 to 39	0.59	0.76	0.84	1.59	1.65	1.54
40 to 49	0.32	0.31	0.54	1.63	1.03	1.02
50 to 59	0.82	0.95	0.77	2.45	1.91	1.53
60 to 64	4.90	4.30	4.78	5.93	4.62	2.74
65 or more	0.46	13.60	7.79	3.16	5.83	0.67
Not reported	7.24	**	**	5.56	**	**
Full-time teaching experience						
Less than 1 year	3.22	6.15	2.53	0.30	4.30	3.00
1 to 3 years	0.93	0.99	0.86	1.69	1.58	1.31
1 year	1.51	1.71	1.15	3.35	2.71	2.73
2 years	1.89	1.51	1.47	2.96	3.10	2.25
3 years	1.52	1.17	1.59	2.80	2.60	1.82
4 to 9 years	0.80	0.90	0.93	1.66	1.56	1.30
10 to 19 years	0.50	0.37	0.63	1.65	1.09	1.15
20 to 24 years	2.23	0.77	0.93	2.94	2.00	1.27
25 years or more	1.63	1.16	0.94	1.97	3.24	2.24
Not reported	4.63	**	**	14.66	**	**
Degree earned						
Less than bachelor's	1.07	11.61	1.67	5.65	5.93	3.40
Bachelor's	0.46	0.47	0.49	1.20	0.90	0.80
Master's	0.55	0.49	0.53	1.43	1.32	1.17
Education specialist	0.98	1.23	1.89	7.61	6.83	7.23
Doctorate or professional	2.36	6.34	3.25	5.21	3.66	6.59
Race/ethnicity						
White, non-Hispanic	0.32	0.37	0.36	0.90	0.86	0.69
Total minority	1.21	0.64	0.92	4.73	3.05	2.75
Am. Indian, Aleut, Eskimo	1.70	0.77	1.06	15.61	18.44	20.33
Asian or Pacific Islander	2.77	0.97	0.71	10.39	6.51	6.67
Black, non-Hispanic	1.84	1.45	1.49	6.35	6.76	4.52
Hispanic	0.84	0.99	2.14	6.46	4.32	4.31
Not reported	2.23	**	**	12.71	**	**
Level						
Elementary	0.41	0.45	0.55	1.03	1.07	0.91
Secondary	0.39	0.54	0.45	1.30	1.24	0.99

—Too few cases for a reliable estimate.

**The 1987–88 data were not imputed; 1990–91 and 1993–94 data were imputed.

NOTE: Base years in this table are 1987–88, 1990–91, and 1993–94.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Followup Survey 1988–89, 1991–92, and 1994–95.

Table A3.—Standard errors for percentage of public school stayers, movers, and leavers, by selected teacher characteristics: From 1987-88 to 1988-89, from 1990-91 to 1991-92, and from 1993-94 to 1994-95 (table 3)

Base year's teacher characteristics	From 1987-88 to 1988-89			From 1990-91 to 1991-92			From 1993-94 to 1994-95		
	Stayers	Movers	Leavers	Stayers	Movers	Leavers	Stayers	Movers	Leavers
Total	0.46	0.41	0.30	0.49	0.34	0.36	0.52	0.35	0.34
Sex									
Male	0.92	0.80	0.52	1.01	0.77	0.80	0.75	0.68	0.32
Female	0.61	0.51	0.39	0.62	0.46	0.46	0.58	0.37	0.44
Not reported	24.04	10.38	8.88	**	**	**	**	**	**
Age									
Less than 25	2.98	2.68	0.91	3.69	3.24	2.10	3.12	2.88	1.05
25 to 29	1.71	1.32	1.10	1.79	1.47	1.21	1.60	1.38	1.25
30 to 39	0.98	0.79	0.58	1.10	0.86	0.76	1.35	0.97	0.69
40 to 49	0.92	0.86	0.32	0.84	0.47	0.71	0.83	0.58	0.54
50 to 59	0.74	0.73	0.62	1.20	0.58	2.95	1.07	0.97	0.77
60 to 64	5.46	2.80	0.62	4.51	0.86	4.30	5.10	0.88	4.78
65 or more	9.46	0.00	4.90	49.07	0.07	13.80	8.62	—	7.70
Not reported	7.33	3.10	7.24	**	**	**	**	**	**
Full-time teaching experience									
Less than 1 year	6.71	4.31	3.22	6.63	6.62	6.15	4.03	2.07	2.53
1 to 3 years	1.37	1.14	0.93	1.20	0.96	0.89	1.46	1.03	0.86
1 year	1.96	1.42	1.51	3.20	1.72	1.71	1.76	1.30	1.15
2 years	2.45	2.01	1.60	2.15	1.74	1.51	2.60	2.04	1.47
3 years	2.42	1.60	1.52	1.84	1.51	1.17	2.16	1.37	1.59
4 to 9 years	1.20	0.96	0.60	1.33	1.30	0.86	1.06	0.87	0.83
10 to 19 years	0.83	0.71	0.50	0.70	0.65	0.57	1.01	0.70	0.63
20 to 24 years	1.03	1.00	0.25	1.06	0.65	0.77	1.20	0.50	0.65
25 years or more	1.65	1.11	1.63	1.30	0.62	1.10	1.32	0.74	0.60
Not reported	13.93	11.25	4.43	**	**	**	**	**	**
Degree earned									
Less than bachelor's	1.10	—	1.07	11.60	1.60	11.61	3.50	2.30	1.67
Bachelor's	0.64	0.49	0.44	0.73	0.45	0.47	0.75	0.46	0.49
Master's	0.64	0.60	0.55	0.73	0.65	0.45	0.77	0.55	0.53
Education specialist	2.14	1.62	0.90	2.60	2.11	1.23	2.71	1.60	1.60
Doctorate or professional	7.60	6.61	2.36	6.52	—	6.30	5.86	4.37	3.20
Race/ethnicity									
White, non-Hispanic	0.55	0.43	0.32	0.50	0.35	0.37	0.54	0.37	0.39
Total minority	1.67	0.98	1.21	1.47	1.08	0.64	1.52	1.08	0.63
Am. Indian, Aleut, Eskimo	2.15	1.15	1.70	1.62	1.41	0.77	2.74	2.21	1.08
Asian or Pacific Islander	12.80	11.50	2.77	7.43	4.50	5.37	3.68	3.48	0.71
Black, non-Hispanic	2.32	1.16	1.64	2.33	1.60	1.45	1.60	1.14	1.48
Hispanic	2.60	2.36	0.64	1.87	1.30	0.89	3.15	2.05	2.14
Not reported	4.43	3.01	2.23	**	**	**	**	**	**
Level									
Elementary	0.71	0.61	0.41	0.60	0.50	0.40	0.72	0.45	0.55
Secondary	0.56	0.46	0.30	0.75	0.48	0.54	0.77	0.52	0.45

— Too few cases for a reliable estimate.

** The 1987-88 data were not imputed; 1990-91 and 1993-94 data were imputed.

NOTE: Base years in the table are 1987-88, 1990-91, and 1993-94. Stayers are teachers who were teaching in the same school in the current school year as in the base year. Movers are teachers who were still teaching in the current school year but had moved to a different school after the base year. Leavers are teachers who left the teaching profession after the base year.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Followup Survey, 1988-89, 1991-92, and 1994-95.

Table A4.—Standard errors for percentage of private school stayers, movers, and leavers, by selected teacher characteristics: From 1987-88 to 1988-89, from 1990-91 to 1991-92, and from 1993-94 to 1994-95 (table 4)

Base year's teacher characteristics	From 1987-88 to 1988-89			From 1990-91 to 1991-92			From 1993-94 to 1994-95		
	Stayers	Movers	Leavers	Stayers	Movers	Leavers	Stayers	Movers	Leavers
Total	1.31	0.70	0.85	0.90	0.51	0.60	0.70	0.35	0.70
Sex									
Male	2.20	1.13	1.72	2.01	0.80	1.91	1.69	0.83	1.20
Female	1.38	0.75	0.92	1.03	0.65	0.64	0.84	0.35	0.78
Not reported	0.00	—	0.00	**	**	**	**	**	**
Age									
Less than 25	6.02	4.76	3.79	5.20	3.15	4.91	5.00	2.72	4.19
25 to 29	3.98	2.25	2.42	2.89	1.63	2.27	1.67	0.98	1.35
30 to 39	2.34	1.37	1.59	1.98	1.15	1.65	1.67	0.92	1.54
40 to 49	2.15	1.18	1.83	1.81	1.20	1.03	1.22	0.59	1.02
50 to 59	3.19	1.90	2.45	2.28	1.08	1.90	1.59	0.42	1.53
60 to 64	6.73	1.85	5.83	4.87	0.80	4.62	2.67	0.00	2.74
65 or more	4.28	2.07	3.18	0.50	2.15	5.83	8.91	—	0.87
Not reported	11.67	6.26	5.59	**	**	**	**	**	**
Full-time teaching experience									
Less than 1 year	7.15	1.09	6.30	4.07	1.32	4.38	3.76	1.26	5.85
1 to 3 years	2.53	1.64	1.78	1.72	1.06	1.58	1.32	0.64	1.91
1 year	4.81	3.08	3.35	3.08	2.20	2.71	2.78	1.70	2.73
2 years	4.19	2.44	2.68	3.36	1.28	3.10	2.75	2.07	2.26
3 years	4.19	2.36	2.60	3.10	1.63	2.60	2.46	1.49	1.60
4 to 9 years	2.45	1.28	1.88	2.24	1.03	1.56	1.70	0.84	1.38
10 to 19 years	2.47	1.45	1.85	1.41	0.76	1.09	1.16	0.57	1.15
20 to 24 years	5.33	4.68	2.59	2.29	0.88	2.00	1.47	0.64	1.27
25 years or more	2.69	1.77	1.97	3.44	0.68	3.24	2.43	0.65	2.24
Not reported	20.42	8.61	14.09	**	**	**	**	**	**
Degree earned									
Less than bachelor's	8.23	6.36	5.05	6.14	1.57	5.93	4.34	1.97	3.40
Bachelor's	1.81	0.95	1.28	1.15	0.74	0.89	1.01	0.57	0.80
Master's	1.76	1.02	1.40	1.33	0.75	1.32	1.25	0.60	1.17
Education specialist	9.89	4.09	7.61	7.83	4.04	8.83	7.36	0.91	7.25
Doctorate or professional	5.45	—	5.21	5.70	—	3.69	6.62	—	6.59
Race/ethnicity									
White, non-Hispanic	1.32	0.69	0.90	1.02	0.55	0.69	0.77	0.39	0.69
Total minority	5.45	2.87	4.73	3.60	2.32	3.05	2.89	—	2.75
Am. Indian, Aleut, Eskimo	31.19	24.30	15.61	18.44	—	18.44	—	—	20.33
Asian or Pacific Islander	11.79	—	10.39	6.95	1.35	8.51	5.04	—	8.67
Black, non-Hispanic	7.93	6.09	8.35	6.82	1.61	6.76	5.09	—	4.52
Hispanic	7.85	3.45	6.40	5.10	4.44	4.32	5.39	—	6.31
Not reported	10.76	7.80	13.71	**	**	**	**	**	**
Level									
Elementary	1.39	0.45	1.03	1.30	0.60	1.07	1.06	0.53	0.91
Secondary	1.83	1.05	1.30	1.31	0.85	1.24	0.99	0.47	0.86

— Too few cases for a reliable estimate.
** The 1987-88 data were not imputed; 1990-91 and 1993-94 data were imputed.

NOTE: Base years in this table are 1987-88, 1990-91, and 1993-94. Stayers are teachers who were teaching in the same school in the current school year as in the base year. Movers are teachers who were still teaching in the current school year but had moved to a different school after the base year. Leavers are teachers who left the teaching profession after the base year.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Followup Survey, 1988-89, 1991-92, and 1994-95.

Table A5.—Standard errors for percentage of public school stayers, movers, and leavers, by selected school characteristics: From 1987-88 to 1988-89, from 1990-91 to 1991-92, and from 1993-94 to 1994-95 (table 5)

Base year's school characteristics	From 1987-88 to 1988-89			From 1990-91 to 1991-92			From 1993-94 to 1994-95		
	Stayers	Movers	Leavers	Stayers	Movers	Leavers	Stayers	Movers	Leavers
Total	0.46	0.41	0.30	0.40	0.34	0.36	0.52	0.35	0.34
School level									
Elementary	0.63	0.55	0.30	0.61	0.45	0.45	0.77	0.50	0.53
Secondary	0.67	0.79	0.42	0.97	0.65	0.62	0.73	0.46	0.53
Combined	1.79	1.12	1.36	3.26	3.14	1.26	1.87	1.42	1.04
Not reported	2.30	1.51	1.60	1.03	1.36	0.64	1.50	1.46	0.71
School size									
Less than 150	2.47	1.63	0.60	2.30	1.75	1.36	5.45	2.03	3.60
150-299	2.03	1.66	0.54	1.71	1.42	0.78	1.26	0.60	0.61
300-499	1.13	0.65	0.73	1.17	0.91	0.65	1.02	0.76	0.74
500-749	1.15	0.74	0.77	0.95	0.73	0.60	1.02	0.74	0.67
750 or more	0.95	0.63	0.47	0.80	0.41	0.54	0.82	0.64	0.57
Not reported	2.30	1.51	1.65	1.03	1.30	0.64	1.50	1.46	0.71
Minority status									
Less than 5%	1.04	0.64	0.55	0.69	0.61	0.57	1.45	0.54	0.63
5 to 19%	1.24	0.92	0.74	0.86	0.77	0.74	1.07	0.64	0.71
20 to 49%	1.06	0.85	0.64	1.36	0.97	0.73	0.90	0.73	0.60
50% or more	1.30	1.36	0.65	0.95	0.65	0.65	1.15	0.60	0.72
Not reported	2.30	1.51	1.65	1.03	1.36	0.64	1.50	1.46	0.71
Community type									
Central city	*	*	*	0.86	0.77	0.65	1.12	0.78	0.64
Urban fringe/large town	*	*	*	0.84	0.67	0.75	0.97	0.64	0.75
Rural/small town	*	*	*	0.75	0.52	0.36	0.75	0.41	0.60
Region									
Northeast	1.36	0.74	0.72	1.35	0.82	0.64	1.31	0.64	0.69
Midwest	1.16	0.82	0.71	0.81	0.66	0.55	0.95	0.66	0.73
South	0.74	0.66	0.54	0.62	0.71	0.56	0.74	0.55	0.56
West	1.36	1.15	0.72	0.86	0.75	0.62	1.06	0.76	0.65

*Community types for 1987-88, 1990-91, and 1993-94 are not comparable. In the 1987-88 SASS, respondents reported whether they lived in a rural, suburban, urban or other type of community. In the 1990-91 and 1993-94 SASS, the community type of the school was defined by LOCALE codes created by Johnson. Johnson, F. (1989). "Assigning Type of Locale Codes to the 1987-88 CCD Public School Universe." Technical Report, Data Series: [illegible] Washington, D.C.: U.S. Department of Education, National Center for Education Statistics.

NOTE: Base years in this table are 1987-88, 1990-91, and 1993-94. Stayers are teachers who were teaching in the same school in the current school year as in the base year. Movers are teachers who were still teaching in the current school year but had moved to a different school after the base year. Leavers are teachers who left the teaching profession after the base year.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Followup Survey, 1988-89, 1991-92, and 1994-95.

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Table A[illegible].—Standard errors for percentage of private school stayers, movers, and leavers, by selected school characteristics: From 1987-88 to 1988-89, from 1990-91 to 1991-92, and from 1993-94 to 1994-95 (page 2)

Base year's school characteristics	From 1987-88 to 1988-89			From 1990-91 to 1991-92			From 1993-94 to 1994-95		
	Stayers	Movers	Leavers	Stayers	Movers	Leavers	Stayers	Movers	Leavers
Total	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
School level									
Elementary	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Secondary	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Combined	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Not reported	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
School size									
Less than 150	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
150-299	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
300-499	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
500-749	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
750 or more	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Not reported	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Minority status									
Less than 5%	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
5 to 19%	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
20 to 49%	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
50% or more	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Not reported	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Community type									
Central city	†	†	†	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Urban fringe/large town	†	†	†	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Rural/small town	†	†	†	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Region									
Northeast	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Midwest	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
South	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
West	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

†Community types for 1987-88, 1990-91, and 1993-94 are not comparable. In the 1987-88 SASS, respondents reported whether they lived in a rural, suburban, urban or other type of community. In the 1990-91 and 1993-94 SASS, the community type of the school was defined by LOCALE codes created by Johnson. Johnson, F. (1989). Assigning Type of Locale Codes to the 1987-88 CCD Public School Universe. Technical Report, Data Series: SP-CCD-87/88-7.4, CS 89-194. Washington, D.C.: U.S. Department of Education, National Center for Education Statistics.

NOTE: Base years in this table are 1987-88, 1990-91, and 1993-94. Stayers are teachers who were teaching in the same school in the current school year as in the base year. Movers are teachers who were still teaching in the current school year but had moved to a different school after the base year. Leavers are teachers who left the teaching profession after the base year.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Followup Survey, 1988-89, 1991-92, and 1994-95.

Table A7.–Standard errors for movement of base year teachers across sector: From 1987–88 to 1988–89, from 1990–91 to 1991–92, and from 1993–94 to 1994–95 (table 7)

	Public			Private		
TFS sector	From 87–88 to 88–89	From 90–91 to 91–92	From 93–94 to 94–95	From 87–88 to 88–89	From 90–91 to 91–92	From 93–94 to 94–95
Sector						
Public	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Private	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Not reported	[illegible]	†	†	[illegible]	†	†

†The 1987–88 data were not imputed; 1990–91 and 1993–94 data were imputed.

NOTE: Base years in this table are 1987–88, 1990–91, and 1993–94.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Followup Survey, 1988–89, 1991–92, and 1994–95.

Table A8.–Standard errors for current primary occupational status of base year teachers who left the teaching profession: 1988–89, 1991–92, and 1994–95 (table 8)

Primary occupational status	Public			Private		
	1988–89	1991–92	1994–95	1988–89	1991–92	1994–95
Retired	2.45	2.55	2.51	1.97	1.86	1.96
Homemaking and/or child rearing	2.23	2.18	2.84	3.16	2.13	2.03
Working in an elementary or secondary school with an assignment other than teaching	2.51	2.15	2.71	1.65	1.52	1.06
Working in an occupation outside of elementary or secondary education	1.72	2.53	2.17	2.59	3.65	2.93
Other	1.46	2.23	2.55	2.46	3.53	2.97
Attending a college or university	2.66	1.07	3.40	1.53	2.23	1.66
Disabled	2.16	2.36	4.75	2.15	2.16	2.55

NOTE: Some estimates across tables 8 through 11 may vary due to the reference period for different survey items. [illegible]

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Followup Survey, 1988–89, 1991–92, and 1994–95.

Table A9.—Standard errors for current primary occupational status of base year teachers who left the teaching profession and are working in an occupation outside of elementary or secondary education: 1988–89, 1991–92, and 1994–95 (table 9)

Job	Public 1988–89	Public 1991–92	Public 1994–95	Private 1988–89	Private 1991–92	Private 1994–95
Employee of a private company, business or individual for wages, salary, or commission	3.62	6.06	4.81	3.70	5.44	3.77
Federal/State/Local government employee	2.95	4.80	4.17	2.87	3.66	3.01
Self-employed in own business, professional practice, or farm	2.50	4.70	1.87	3.77	4.07	3.58
Working without pay in a family business or farm	—	—	—	2.65	2.02	—

— Too few cases for a reliable estimate.

NOTE: [illegible]

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Followup Survey, 1988–89, 1991–92, and 1994–95.

Table A10.–Standard errors for main reason why base year teachers left the teaching profession: 1988–89, 1991–92, and 1994–95 (table 10)

	Public			Private		
Reason	1988–89	1991–92	1994–95	1988–89	1991–92	1994–95
To retire	2.42	2.63	2.34	1.37	1.64	1.81
Pregnancy/child rearing	2.86	2.30	2.03	3.34	1.88	1.75
Family or personal move	1.51	2.49	1.97	2.60	2.10	2.13
School staffing action	0.60	2.40	0.65	1.31	2.10	1.79
Dissatisfied with teaching as a career	1.25	1.99	1.05	1.58	1.40	1.24
To pursue another career	2.39	1.64	1.78	1.78	2.47	1.75
To take courses to improve career opportunities in the field of education	0.58	1.57	1.79	1.64	0.83	1.68
Other family or personal reason	1.32	1.36	1.70	1.62	2.57	1.47
Health	0.39	1.51	1.32	0.51	1.05	0.87
For better salary or benefits	0.91	0.67	0.91	1.36	1.74	1.23
To take a sabbatical or other break from teaching	1.53	0.45	1.06	1.71	0.77	1.44
To take courses to improve career opportunities outside the field of education	0.40	0.56	0.24	0.89	2.07	0.39
Not reported	0.33	**	**	0.35	**	**

**The 1987-88 data were not imputed. 1990-91 data were imputed.

NOTE: Similar estimates across tables 8 through 11 may vary due to the reference period for different survey items. Tables 8 and 9 reflect the former teachers reported status in the followup year. Table 10 shows data on the factors that affected the former teachers' decisions to leave the classroom. Table 11 is based on all teachers' base year expectations for the next year. Base years in this table are 1987-88, 1990-91, and 1993-94.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Followup Survey 1988-89, 1991-92, and 1994-95.

Table A11.—Standard errors for what base year teachers expected their main activity would be during the next school year, by current teaching status: 1987–88, 1990–91, and 1993–94 (table 11)

Activity	Current teachers 1987–88	Current teachers 1990–91	Current teachers 1993–94	Former teachers 1987–88	Former teachers 1990–91	Former teachers 1993–94
Public						
Teaching any of grades K-12	0.71	0.46	0.34	2.24	2.51	2.10
Working in non-teaching occupation in education	0.32	0.27	0.22	2.32	2.27	2.73
Retired	0.30	0.24	0.20	2.25	2.87	1.92
Homemaking and/or child rearing	0.16	0.21	0.10	2.45	2.02	2.66
Working outside the field of education	0.22	0.13	0.16	1.26	1.74	1.66
Attending a college or university	0.13	0.12	0.10	0.69	1.40	0.61
Unemployed and seeking work	0.10	0.06	0.01	0.23	0.49	0.69
Teaching at pre-K or post-sec level	0.06	0.07	0.09	0.62	1.32	0.55
Other	0.36	0.03	0.00	1.76	2.00	2.30
Military	0.00	0.00	0.00	0.00	0.00	—
Not reported	0.12	**	**	0.24	**	**
Private						
Teaching any of grades K-12	1.39	0.73	0.66	2.36	2.59	2.46
Working in non-teaching occupation in education	0.54	0.36	0.36	1.62	1.97	1.66
Retired	0.40	0.16	0.14	1.32	1.64	2.07
Homemaking and/or child rearing	0.73	0.33	0.39	3.25	1.73	1.92
Working outside the field of education	0.56	0.30	0.19	1.87	3.07	2.20
Attending a college or university	0.52	0.32	0.20	1.60	1.51	0.65
Unemployed and seeking work	0.04	0.32	—	0.67	1.11	0.21
Teaching at pre-K or post-sec level	0.25	0.17	—	0.37	2.04	1.14
Other	0.70	0.17	0.12	2.46	2.63	1.59
Military	0.00	0.00	0.00	—	—	—
Not reported	0.36	**	**	0.36	**	**

—Too few cases for a reliable estimate.
**The 1987-88 data were not imputed; 1990-91 and 1993-94 data were imputed.

NOTE: Similar estimates across tables 8 through 11 may vary due to the reference period for different survey items. Tables 8 and 9 reflect the former teachers' reported status in the followup year. Table 10 shows data on the factors that affected the former teachers' decisions to leave the classroom. Table 11 is based on all teachers' base year expectations for the next year. Base years in this table are 1987-88, 1990-91, and 1993-94.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Followup Survey 1988-89, 1991-92, and 1994-95.

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Table A12.—Standard errors for percentage of base year teachers who reported "dissatisfaction with teaching as a career" as one of three main reasons for leaving the profession, by main area of dissatisfaction: 1988–89, 1991–92, and 1994–95 (table 12)

Area of dissatisfaction	Public 1988–89	Public 1991–92	Public 1994–95	Private 1988–89	Private 1991–92	Private 1994–95
Inadequate support from administration	4.32	6.76	3.71	6.07	6.43	3.66
Poor student motivation to learn	6.62	4.52	5.36	4.54	8.80	2.24
Intrusions on teaching time	++	6.56	1.44	++	—	1.35
Lack of control over own classrooms	0.91	7.66	1.56	—	—	—
Student discipline problems	1.92	2.45	3.13	4.46	2.40	3.37
Inadequate time to prepare lesson plans	++	3.20	0.91	++	2.46	4.62
Poor opportunity for professional advancement	3.08	1.41	1.28	3.93	—	6.88
Lack of influence over school policies and practices	1.84	1.27	1.53	1.62	3.29	2.80
Lack of community support for schools	++	1.60	++	++	0.00	++
Unsafe working environment	0.64	2.33	++	—	0.00	++
Interference from others regarding what I taught	++	0.84	++	++	0.88	++
Class sizes too large	1.09	0.57	0.48	1.71	—	—
Generally poor working conditions	1.13	0.58	++	3.43	—	++
Poor salary	1.96	0.35	4.59	4.35	6.42	2.81
Lack of professional competence of colleagues	0.93	0.25	++	2.12	—	++
Lack of recognition and support from administration	++	++	2.52	++	++	7.40
Lack of resources and materials/equipment for your classroom	++	++	1.02	++	++	0.00
Not reported	1.03	**	**	2.67	**	**

—Too few cases for a reliable estimate.
++Not asked on either the 1988–89, 1991–92, or 1994–95 Teacher Followup Survey.
**The 1987–88 data were not imputed; 1990–91 and 1993–94 data were imputed.

NOTE: Base years in this table are 1987–88, 1990–91, and 1993–94.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Followup Survey, 1988–89, 1991–92, and 1994–95.

Table A13.—Standard errors for percentage of base year teachers who reported "dissatisfaction with previous school" as one of three main reasons for changing schools, by main area of dissatisfaction: 1988-89, 1991-92, and 1994-95 (table 13)

Area of dissatisfaction	Public			Private		
	1988-89	1991-92	1994-95	1988-89	1991-92	1994-95
Inadequate support from administration	4.37	6.34	4.05	5.04	8.45	5.03
Unsafe working environment	1.02	7.26	***	—	—	***
Lack of professional competence of colleagues	1.40	2.55	***	2.50	2.16	***
Class sizes too large	1.71	2.61	—	—	5.58	5.98
Lack of community support for schools	***	2.04	***	***	—	***
Poor student motivation to learn	1.90	2.08	6.65	—	—	5.58
Generally poor working conditions	1.62	1.58	***	2.35	4.32	***
Student discipline problems	1.16	1.41	2.71	1.27	—	—
Interference from others regarding what I taught	***	1.58	***	***	4.36	***
Lack of influence over school policies and practices	1.06	1.50	3.45	1.37	4.35	2.56
Poor opportunity for professional advancement	5.40	1.37	2.25	2.54	7.97	10.73
Lack of control over own classrooms	1.23	1.54	1.56	—	—	—
Poor salary	1.27	0.93	1.11	3.53	2.87	4.11
Inadequate time to prepare lesson plans	***	1.01	1.15	***	5.56	5.56
Intrusions on teaching time	***	2.17	2.56	***	5.56	—
Lack of recognition and support from administration	***	***	4.45	***	***	11.22
Lack of resources and material equipment for your classroom	***	***	1.25	***	***	1.56
Not reported	2.36	**	**	2.72	**	**

—Too few cases for a reliable estimate.
***Not asked on either the 1988-89, 1991-92, and 1994-95 Teacher Followup Survey.
**The 1987-88 data were not imputed; 1990-91 and 1993-94 data were imputed.

NOTE: Base years in the table are 1987-88, 1990-91, and 1993-94.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Followup Survey, 1988-89, 1991-92, and 1994-95.

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Table A14.—Standard errors for percentage of public school teachers who think that each step is the most effective step that schools might take to encourage teachers to remain in teaching: 1988-89, 1991-92, and 1994-95 (table 14)

Step	1988-89			1991-92			1994-95		
	Stayers	Movers	Leavers	Stayers	Movers	Leavers	Stayers	Movers	Leavers
Providing higher salaries or better fringe benefits	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Decreasing class size	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Dealing more effectively with student discipline and making schools safer	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Giving teachers more authority in the school and in their own classrooms	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Reducing teacher workload	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Reducing the paperwork burden on teachers	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Improving opportunities for professional advancement	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Increasing parent involvement in the schools	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Increasing standards for students' academic performance	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Providing better resources and materials for classroom use	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Giving special recognition to outstanding teachers	—	—	—	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Providing merit pay or other pay incentives to teachers	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Providing more support for new teachers (e.g., mentor teacher programs)	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Providing teacher training in content areas and instructional methods	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	—	—	—
Improving opportunities for professional development	—	—	—	—	—	—	[illegible]	[illegible]	[illegible]
Providing tuition reimbursement for coursework required for certification or career advancement	—	—	—	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Revising health insurance program to include stress reduction training (e.g., seminars, counseling)	—	—	—	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Not reported	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

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Table A-[illegible].—Standard errors for percentage of private school teachers who think that each step is the most effective step that schools might take to encourage teachers to remain in teaching: 1988–89, 1991–92, and 1994–95 (table [illegible])

Step	1988–89			1991–92			1994–95		
	Stayers	Movers	Leavers	Stayers	Movers	Leavers	Stayers	Movers	Leavers
Providing higher salaries or better fringe benefits	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Decreasing class size	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Dealing more effectively with student discipline and making schools safer	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Giving teachers more authority in the school and in their own classrooms	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Reducing teacher workload	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Reducing the paperwork burden on teachers	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Improving opportunities for professional advancement	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Increasing parent involvement in the schools	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Increasing standards for student academic performance	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Providing better resources and materials for classroom use	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Giving special recognition to outstanding teachers	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Providing merit pay or other pay incentives to teachers	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Providing more support for new teachers (e.g., mentor teacher programs)	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Providing teacher training in content areas and instructional methods	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Improving opportunities for professional development	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Providing tuition reimbursement for coursework required for certification or career advancement	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Revising health insurance program to include stress reduction training (e.g. seminars, counseling)	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Not reported	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

[illegible]

NOTE: [illegible]

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Followup Survey, [illegible]

Appendix B

Teacher Followup Survey—Questionnaire for Current Teachers

OMB No. [illegible] Approval Expires [illegible]

NOTICE – This report is authorized by law (20 U.S. Code 1221e). Your answers will be kept strictly confidential. Results from this survey will appear in summary or statistical form only, so that individuals cannot be identified.

FORM TFS-3

U.S. Department of Education
National Center for Education Statistics

TEACHER FOLLOW-UP SURVEY

QUESTIONNAIRE FOR CURRENT TEACHERS

1994 – 1995

Conducted by:

U.S. Department of Commerce
Bureau of the Census

TFS

THIS SURVEY HAS BEEN ENDORSED BY:

American Association for Counseling and Development
American Association of School Administrators
American Federation of Teachers
Bureau of Indian Affairs
Council for American Private Education
Council of Chief State School Officers
National Association of Elementary School Principals
National Association of Independent Schools
National Association of Secondary School Principals
National Catholic Educational Association
National Education Association

OFFICE USE ONLY

INSTRUCTIONS

Most of the items on this questionnaire are arranged so that the answer categories or spaces for written answers are under the questions. Please answer the questions by marking the appropriate answer category with an X, or recording your answer in the space provided. We suggest that you use a pencil, rather than a pen or marker.

Notice that at the end of some answer categories and answer spaces, there are instructions to skip to later questions or to continue with the next question on the questionnaire.

If you are unsure about how to answer a question, please give the best answer you can and make a comment in the "Notes" space. Please include the item number.

If you have any questions, call the Bureau of the Census, toll free, at 1-800-221-1204.

Return your completed questionnaire to the Bureau of the Census in the enclosed preaddressed envelope. Please return it within two weeks.

Please keep count of the time you spend completing this questionnaire.
At the end of the survey, you are asked to record the amount of time spent.

Are you currently teaching – full-time, part-time, or as a long-term substitute – in grades K through 12?

○ Yes → *PLEASE CONTINUE with this survey.*

○ No → **STOP** *RETURN THIS FORM to the Bureau of the Census in the enclosed envelope. You will be sent another form for teachers who are still teaching.*

SECTION I – MAIN ACTIVITY

OCCUPATION FIELDS

Use codes to answer items 1a, 1b, 2, 3a, and 3b

01	Teaching in an elementary or secondary school	**04**	Attending a college or university
02	Working in an elementary or secondary school with an assignment OTHER THAN teaching	**05**	Caring for family members
03	Working in an occupation outside of elementary or secondary education	**06**	Retired
		07	Other

1a. Is your time EQUALLY DIVIDED between two of the above listed activities?

○ Yes

○ No

SKIP to item 2

b. What are the codes from the list above?

☐☐ and ☐☐ → **GO to item 4**

Code Code

2. What code from the list above best describes the activity you spend most of your time on during the work week, that is, what is your main activity?

☐☐ Main activity

Code

3a. Do you spend time on any other activity from the list above?

○ Yes

○ No

GO to item 4

b. What code from the list above best describes this other activity?

☐☐ Other activity

Code

SECTION I – MAIN ACTIVITY – CONTINUED

[illegible] **Which of the following categories describes your position as a school EMPLOYEE?**

Mark (X) only one box.

- ☐ Full-time employee
- ☐ 3/4 time or more, but less than full-time employee
- ☐ 1/2 time or more, but less than 3/4 time employee
- ☐ 1/4 time or more, but less than 1/2 time employee
- ☐ Less than 1/4 time employee

[illegible] **How much time do you work as a TEACHER at this school?**

Mark (X) only one box.

- ☐ Full-time teacher
- ☐ 3/4 time or more, but less than full-time teacher
- ☐ 1/2 time or more, but less than 3/4 time teacher
- ☐ 1/4 time or more, but less than 1/2 time teacher
- ☐ Less than 1/4 time teacher

[illegible] **Which of the following categories best describes your teaching assignment?**

Mark (X) only one box.

- ☐ **Regular** full-time or part-time teacher
- ☐ **Itinerant teacher** (i.e., your assignment requires you to provide instruction at more than one school)
- ☐ **Long-term substitute** (i.e., your assignment requires that you fill the role of a regular teacher on a long-term basis, but you are still considered a substitute)

[illegible] **If you are a full-time school or district employee with less than a full-time teaching assignment, which of these best describes your other assignment at this school?**

Mark (X) only one box.

- ☐ Administrator (e.g., principal, assistant principal, director, head)
- ☐ Counselor
- ☐ Library/media specialist
- ☐ Coach
- ☐ Other professional staff (e.g., department head, curriculum coordinator)
- ☐ Support staff (e.g., secretary, aide)
- ☐ Other – Describe

____

____

____

- ☐ Not applicable

SECTION [illegible] – [illegible] ACTIVITY – CONTINUED

TEACHING ASSIGNMENT FIELD CODES FOR QUESTIONS 7a and b

[illegible] Prekindergarten
[illegible] Kindergarten
[illegible] General elementary

Special areas
[illegible] American Indian/Native American studies
[illegible] Art
[illegible] Basic skills and remedial education
[illegible] Bilingual education
[illegible] Computer science
[illegible] Dance
[illegible] Drama/theater
[illegible] English/language arts
[illegible] English as a second language
[illegible] Gifted
[illegible] Home economics
[illegible] Journalism
[illegible] Mathematics
[illegible] Military science
[illegible] Music
[illegible] Philosophy
[illegible] Physical education, health
[illegible] Reading
[illegible] Religion
[illegible] Social studies/social science

Foreign languages
[illegible] French
[illegible] German
[illegible] Latin
[illegible] Russian
[illegible] Spanish
[illegible] Other foreign language

Science
[illegible] Biology/life science
[illegible] Chemistry
[illegible] Geology/earth science/space science
[illegible] Physics
[illegible] General and all other science

Vocational education
[illegible] Accounting
[illegible] Agriculture
[illegible] Business, marketing
[illegible] Health occupations
[illegible] Industrial arts
[illegible] Trade and industry
[illegible] Technical
[illegible] Other vocational education

Special education
[illegible] Special education, general
[illegible] Emotionally disturbed
[illegible] Mentally retarded
[illegible] Speech/language impaired
[illegible] Deaf and hard-of-hearing
[illegible] Visually handicapped
[illegible] Orthopedically impaired
[illegible] Mildly handicapped
[illegible] Severely handicapped
[illegible] Specific learning disabilities
[illegible] Other special education

[illegible] All others

7a. **What is your MAIN teaching assignment at this school, that is, the field in which you teach the most classes?**

[illegible]

☐☐
Code

Main assignment field

☐ Teaching assignment equally divided between two fields

b. **Do you teach classes in OTHER fields at this school?**

☐ Yes
☐ No – [illegible] **GO to item [illegible]**

In what field do you teach the second most classes?

Use the assignment field codes listed above.

☐☐
Code

SECTION [illegible] – MAIN ACTIVITY – CONTINUED

[illegible]a. Do you have a teaching certificate in this state in your MAIN teaching assignment field?

☐ Yes
☐ No

[illegible]

b. What type of certificate do you hold in this field?

Mark (X) only one box.

☐ Advanced professional certificate
☐ Regular or standard state certificate
☐ The certificate offered in your state to persons who have completed what the state calls an "alternative certification program"
☐ Provisional or other type given to persons who are still participating in what the state calls an "alternative certification program"
☐ Probationary certificate (the initial certificate issued after satisfying all requirements except the completion of a probationary period)
☐ Temporary certificate (requires some additional college coursework and/or student teaching before regular certification can be obtained)
☐ Emergency certificate or waiver (issued to persons with insufficient teacher preparation who must complete a regular certification program in order to continue teaching)

c. In what year were you certified in your main teaching assignment field by this state?

1 9 ☐ ☐

[illegible]a. Do you have a teaching certificate in this state in your OTHER teaching assignment field at this school?

☐ Not applicable – I do not have a second teaching assignment field → **[illegible]**
☐ Yes
☐ No

[illegible]

b. What type of certificate do you hold in this field?

Mark (X) only one box.

☐ Advanced professional certificate
☐ Regular or standard state certificate
☐ The certificate offered in your state to persons who have completed what the state calls an "alternative certification program"
☐ Provisional or other type given to persons who are still participating in what the state calls an "alternative certification program"
☐ Probationary certificate (the initial certificate issued after satisfying all requirements except the completion of a probationary period)
☐ Temporary certificate (requires some additional college coursework and/or student teaching before regular certification can be obtained)
☐ Emergency certificate or waiver (issued to persons with insufficient teacher preparation who must complete a regular certification program in order to continue teaching)

c. In what year were you certified in this field by this state?

1 9 ☐ ☐

[illegible]

[illegible] **[illegible]**
[illegible]

- [illegible] ☐ [illegible]
- [illegible] ☐ [illegible]
- [illegible] ☐ [illegible]
- [illegible] ☐ [illegible]
- [illegible] ☐ [illegible]
- [illegible] ☐ [illegible]
- [illegible] ☐ [illegible]
- [illegible] ☐ [illegible]
- [illegible] ☐ [illegible]
- [illegible] ☐ [illegible]
- [illegible] ☐ [illegible]
- [illegible] ☐ [illegible]
- [illegible] ☐ [illegible]
- [illegible] ☐ [illegible]
- [illegible] ☐ [illegible]
- [illegible] ☐ [illegible]

[illegible] **[illegible]**
[illegible]

- ☐ [illegible]
- ☐ [illegible]
- ☐ [illegible]
- ☐ [illegible]
- ☐ [illegible]
- ☐ [illegible]
- ☐ [illegible]
- ☐ [illegible]
- ☐ [illegible]
- ☐ [illegible]

[illegible] **[illegible]**

- ☐ [illegible] [redacted]
- ☐ [illegible]

[illegible] **[illegible]**

- ☐ [illegible]
- ☐ [illegible]

[illegible]

[illegible]

[illegible]

☐ [illegible]
☐ [illegible]
☐ [illegible]
☐ [illegible]
☐ [illegible]

[illegible]

[illegible]

☐ [illegible]
☐ [illegible]
☐ [illegible]

[illegible]

[illegible]

[illegible]

Code [illegible]

[illegible]

☐ Yes
☐ No → [illegible]

[illegible] [illegible]

Code

[illegible]

☐ Yes
☐ No

[illegible] [illegible]

Code

SECTION I – MAIN ACTIVITY – CONTINUED

16d. Did you enter code 06 for one of your reasons in question 16a, b, or c?

☐ Yes

☐ No → **GO to item 17.**

POSSIBLE AREAS OF DISSATISFACTION

(Use codes to answer items 16e, f, and g.)

01	Poor opportunity for professional advancement
02	Lack of recognition and support from administration
03	Lack of resources and materials/equipment for your classroom
04	Inadequate support from administration
05	Lack of influence over school policies and practices
06	Lack of control over own classroom
07	Intrusions on teaching time (i.e., not enough time working directly with teaching students)
08	Inadequate time to prepare lesson/teaching plans
09	Poor student motivation to learn
10	Class sizes too large
11	Student discipline problems
12	Poor salary

16e. What was your main area of dissatisfaction with teaching in your previous school?

Enter code from above.

☐☐ Code ______________________ Main dissatisfaction

f. Did you have a second area of dissatisfaction?

☐ Yes

☐ No → **GO to item 17.**

What was your second area? *Enter code, then continue with item 16g.*

☐☐ Code

g. Did you have a third area of dissatisfaction?

☐ Yes

☐ No

What was your third area? *Enter code.*

☐☐ Code

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SECTION B – EDUCATION ACTIVITIES AND FUTURE PLANS

17. Have you earned any new degrees in the past 12 months?

☐ Yes
☐ No

GO to item 23.

18. When did you earn this degree?

☐☐	1 9 ☐☐
Month	Year

19. What type of degree is it?

Mark (X) only one box.

☐ Associate degree
☐ Bachelor's
☐ Master's
☐ Education specialist or professional diploma (at least one year beyond Master's level)
☐ Doctorate (e.g., Ph.D., Ed.D.)
☐ Professional (e.g., M.D., D.D.S., J.D., LL.B.)

NOTES

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SECTION 5 – EDUCATION ACTIVITIES AND FUTURE PLANS – CONTINUED

MAJOR FIELD OF STUDY CODES FOR QUESTIONS 20 and 24

EDUCATION

General education
01 Pre-elementary/early childhood education
02 Elementary education
04 Secondary education

Subject area education
07 Agricultural education
11 Art education
13 Bilingual education
15 Business, commerce, and distributive education
89 Crosscultural education
22 English education
23 English as a second language
24 Foreign languages education
29 Home economics education
88 American Indian/Native American education
30 Industrial arts, vocational and technical, trade and industry education
34 Mathematics education
39 Music education
40 Physical education/health education
43 Reading education
45 Religious education
46 Science education
48 Social studies/social sciences education

Special education
67 Special education, general
68 Emotionally disturbed
69 Mentally retarded
70 Speech/language impaired
71 Deaf and hard-of-hearing
72 Visually handicapped
73 Orthopedically impaired
74 Mildly handicapped
75 Severely handicapped
76 Specific learning disabilities
77 Other special education

Other education
78 Curriculum and instruction
79 Educational administration
80 Educational psychology
81 Counseling and guidance
82 Other education

GENERAL

06 Agriculture and natural resources
86 American Indian/Native American studies
87 Other area and ethnic studies
08 Architecture and environmental design
10 Art, fine and applied
14 Business and management
16 Communications and journalism
17 Computer and information sciences
18 Drama, theater
20 Engineering
21 English literature, letters, speech, classics
25 General studies
27 Health professions and occupations
28 Home economics
90 Humanities
31 Law
32 Library science
33 Mathematics
35 Military science
36 Multi/interdisciplinary studies
37 Music
38 Philosophy
41 Psychology
42 Public affairs and services
44 Religion, theology

Foreign languages
51 French
52 German
53 Latin
54 Russian
55 Spanish
56 Other foreign languages

Natural sciences
57 Biology/life science
58 Chemistry
59 Geology/earth science
60 Physics
61 Other natural sciences

Social sciences
62 Economics
63 History
64 Political science and government
65 Sociology
66 Other social sciences

99 All others

20. What is the major field of study for your NEW degree?

Enter the field and two-digit code from the list above

☐☐ ______________________________
Code Major field

21. For what purpose did you earn this degree? Mark (X) only one box

○ To increase salary
○ For professional development in current field
○ To teach in a different field than the one taught last year
○ For a nonteaching position in elementary or secondary education
○ For an occupation outside elementary or secondary education other than current job
○ Other – Specify

____

SECTION B – EDUCATION ACTIVITIES AND FUTURE PLANS – CONTINUED

22. Are you currently enrolled in a degree program?

Mark (X) only one box.

☐ No → **Go to item [illegible]**
☐ Yes, as a full-time student
☐ Yes, as a part-time student

23. What type of degree are you pursuing?

Mark (X) only one box.

☐ Associate degree
☐ Bachelor's
☐ Master's
☐ Education specialist or professional diploma (at least one year beyond Master's level)
☐ Doctorate (e.g., Ph.D., Ed.D.)
☐ Professional (e.g., M.D., D.D.S., J.D., LL.B.)

24. What is the major field of study for the degree you are pursuing?

Enter the field and two-digit code from the list on page 15.

☐☐ Code ________________ Major field

25. For what purpose are you pursuing this degree?

Mark (X) only one box.

☐ To increase teacher salary
☐ For professional development in current teaching field
☐ To teach in another field
☐ For a nonteaching position in elementary or secondary education
☐ For an occupation outside elementary or secondary education
☐ Other – *Specify* ________________

26. How long do you plan to remain in teaching?

Mark (X) only one box.

☐ As long as I am able
☐ Until I am eligible for retirement
☐ Will probably continue unless something better comes along
☐ Definitely plan to leave teaching as soon as I can
☐ Undecided at this time

Go to item [illegible]

27. In how many years do you plan to retire from teaching?

☐ Years

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SECTION II – EDUCATION ACTIVITIES AND FUTURE PLANS – CONTINUED

28. What do you expect your MAIN activity will be during the NEXT SCHOOL YEAR ([illegible])?

Mark (X) only one box.

- ☐ Teaching in this school
- ☐ Teaching in another school in this school system
- ☐ Teaching in another public school system
- ☐ Teaching in a private school
- ☐ Teaching in a preschool
- ☐ Teaching at the postsecondary level
- ☐ Working as a substitute teacher
- ☐ Student at a college or university
- ☐ Working in a nonteaching occupation in the field of education
- ☐ Working in an occupation outside the field of education
- ☐ Caring for family members
- ☐ Unemployed and seeking work
- ☐ Military service
- ☐ Retired

SECTION III – YOUR OPINIONS

POSSIBLE STEPS SCHOOLS MIGHT TAKE TO ENCOURAGE TEACHERS TO REMAIN IN TEACHING

(Use codes to answer items 29a, b, and c.)

01 Providing higher salaries and/or better fringe benefits
02 Improving opportunities for professional advancement
03 Dealing more effectively with student discipline and making schools safer
04 Giving teachers more authority in the school and in their own classrooms
05 Increasing standards for students' academic performance
06 Providing better resources and materials for classroom use
07 Decreasing class size
08 Giving special recognition and/or special assignments to excellent or outstanding teachers
09 Reducing the paperwork burden on teachers
10 Providing more support for new teachers (e.g., mentor teacher programs)
11 Increasing parent involvement in the schools
12 Reducing teacher workload
13 Providing merit pay or other pay incentives to teachers
14 Improving opportunities for professional development
15 Providing tuition reimbursement for coursework required for certification or career advancement
16 Revising health insurance program to include stress reduction seminars, counseling, and physical fitness options

29a. What would be the most effective step that schools might take to encourage teachers to remain in teaching?

Enter code from above

☐☐ Most effective step
Code

b. What would be the second most effective step?

Enter code from above

☐☐ Second step
Code

c. What would be the third most effective step?

Enter code from above

☐☐ Third step
Code

SECTION III – YOUR OPINIONS – CONTINUED

[illegible] How satisfied are you with EACH of the following aspects of teaching? Are you (a) Very satisfied, (b) Somewhat satisfied, (c) Somewhat dissatisfied, or (d) Very dissatisfied with –

	Very satisfied	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied
a. Salary	☐	☐	☐	☐
b. Opportunities for professional advancement	☐	☐	☐	☐
c. Opportunities for professional development	☐	☐	☐	☐
d. Recognition and support from administrators	☐	☐	☐	☐
e. Safety of school environment	☐	☐	☐	☐
f. Your influence over school policies and practices	☐	☐	☐	☐
g. Autonomy or control over your own classroom	☐	☐	☐	☐
h. Professional prestige	☐	☐	☐	☐
i. Benefits	☐	☐	☐	☐
j. Procedures for performance evaluation	☐	☐	☐	☐
k. Teaching load	☐	☐	☐	☐
l. Availability of resources and materials/equipment for your classroom	☐	☐	☐	☐
m. General work conditions	☐	☐	☐	☐
n. Job security	☐	☐	☐	☐
o. Professional caliber of colleagues	☐	☐	☐	☐
p. Intellectual challenge	☐	☐	☐	☐
q. Student motivation to learn	☐	☐	☐	☐
r. School learning environment	☐	☐	☐	☐
s. Student discipline and behavior	☐	☐	☐	☐
t. Class size	☐	☐	☐	☐
u. Support from parents	☐	☐	☐	☐
v. The esteem of society for the teaching profession	☐	☐	☐	☐
w. Overall job satisfaction	☐	☐	☐	☐

SECTION IV – TEACHING METHODS

This section asks about the teaching strategies, instructional practices, and organizational techniques you use in teaching. The information you provide is intended to describe the students' educational experiences and inform future national surveys of school processes.

Think of the class for which you had primary responsibility **last semester or grading period** when answering the following questions. If you were responsible for a single group of students all day (such as an elementary teacher might have taught), think of them as the designated class. If you were responsible for multiple classes or groups of students (such as a content area or special education teacher might have taught), select your first instructional class or group of the day (not homeroom). Think of this as the **"DESIGNATED" class**.

TEACHING ASSIGNMENT FIELD CODES FOR QUESTION 21

General

01 Prekindergarten
02 Kindergarten
03 General elementary

Special areas

[illegible] American Indian/Native American studies
[illegible] Art
[illegible] Basic skills and remedial education
[illegible] Bilingual education
[illegible] Computer science
[illegible] Dance
[illegible] Drama/Theater
[illegible] English/language arts
[illegible] English as a second language
[illegible] Gifted
[illegible] Home economics
[illegible] Journalism
[illegible] Mathematics
[illegible] Military science
[illegible] Music
[illegible] Philosophy
[illegible] Physical education, health
[illegible] Reading
[illegible] Religion
[illegible] Social studies/social science (including history)

Foreign languages

[illegible] French
[illegible] German
[illegible] Latin
[illegible] Russian
[illegible] Spanish
[illegible] Other foreign language

Science

[illegible] Biology/Life science
[illegible] Chemistry
[illegible] Geology/Earth science/Space science
[illegible] Physical science
[illegible] Physics
[illegible] General and all other science

Vocational-technical education

[illegible] Accounting
[illegible] Agriculture
[illegible] Business, marketing
[illegible] Health occupations
[illegible] Industrial arts
[illegible] Trade and industry
[illegible] Technical
[illegible] Other vocational-technical education

Special education

[illegible] Special education, general
[illegible] Emotionally disturbed
[illegible] Mentally retarded
[illegible] Speech/language impaired
[illegible] Deaf and hard-of-hearing
[illegible] Visually handicapped
[illegible] Orthopedically impaired
[illegible] Mildly handicapped
[illegible] Severely handicapped
[illegible] Specific learning disabilities
[illegible] Other special education

[illegible] **All others**

21. **What was the subject matter of your DESIGNATED CLASS last semester or grading period?**

Record the two-digit code from the list above and the field name.

☐☐ ________________________________

Code Major assignment field

SECTION IV – TEACHING METHODS – CONTINUED

[illegible] In what grade levels are the students in your [illegible] CLASS?

Mark (X) all that apply.

- ☐ Ungraded
- ☐ Prekindergarten
- ☐ Kindergarten
- ☐ 1st
- ☐ 2nd
- ☐ 3rd
- ☐ 4th
- ☐ 5th
- ☐ 6th
- ☐ 7th
- ☐ 8th
- ☐ 9th
- ☐ 10th
- ☐ 11th
- ☐ 12th
- ☐ Postsecondary

[illegible] Which of the following describe your [illegible] CLASS?

Mark (X) all that apply.

- ☐ Heterogeneous
- ☐ Homogeneous
- ☐ Remedial
- ☐ Special education
- ☐ Gifted
- ☐ Academic/college preparatory
- ☐ Advanced placement/college credit
- ☐ Honors course
- ☐ Vocational
- ☐ Bilingual
- ☐ None of the above

[illegible] [illegible]

Much above the **[illegible]** average ________ %

Somewhat above the **[illegible]** average ________ %

At the **[illegible]** average ________ %

Somewhat below the **[illegible]** average ________ %

Much below the **[illegible]** average ________ %

☐ Not applicable

[illegible] [illegible]

Much above the **[illegible]** average ________ %

Somewhat above the **[illegible]** average ________ %

At the **[illegible]** average ________ %

Somewhat below the **[illegible]** average ________ %

Much below the **[illegible]** average ________ %

☐ Not applicable

SECTION IV – TEACHING METHODS – CONTINUED

		Almost every day	Once or twice a week	Once or twice a month	Once or twice a semester	Never
26.	**Over the past semester, how often did YOU use each of the following instructional strategies with your [illegible] CLASS? The strategy need not have taken the entire class period.** Mark (X) one response on each line.					
a.	Provide instruction to the class as a whole					
b.	Facilitate a discussion					
c.	Demonstrate a concept using the board or overhead projector					
d.	Work with individual students					
e.	Demonstrate a concept using a computer, videotape, or other electronic medium					
f.	Lecture					
g.	Work with small groups of students					
h.	Lead question and answer session					
i.	Demonstrate a concept using manipulatives, models, other tools or objects					
j.	Administer a test or quiz for less than a full period					
k.	Administer a test or quiz for a full period					
27.	**In your [illegible] CLASS over the past semester, how often did you plan class activities that required STUDENTS to –** Mark (X) one response on each line.					
a.	Respond orally to questions during class					
b.	Use school- or student-owned computers					
c.	Lead whole group discussions					
d.	Listen to or observe student presentations					
e.	Use hands-on materials or objects					
f.	Complete a worksheet or workbook emphasizing routine practice or [illegible]					
g.	Use a textbook					
h.	Engage in discussion primarily with the teacher					
i.	Use school computers for writing					
j.	Use supplementary printed materials other than textbooks					
k.	Engage in discussion primarily with other students					
l.	Respond orally to open-ended questions					
m.	Work on a performing arts project					

SECTION B – TEACHING METHODS – CONTINUED

[illegible]	Almost every day	Once or twice a week	Once or twice a month	Once or twice a semester	Never
Indicate the frequency with which STUDENTS do the following in your [illegible] CLASS during the last semester? Mark (X) one response on each line.					
a. Explained how what they learned in class related to the real world	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
b. Worked individually on projects or presentations	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
c. Worked on projects that required at least one week to complete	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
d. Evaluated and improved their own work	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
e. Worked on problems for which there were several appropriate answers	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
f. Worked on problems for which there were several appropriate methods or solutions	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
g. Worked as part of a group on projects or presentations to earn individual grades	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
h. Evaluated the work of other students	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
i. Worked as part of a group on projects or presentations to earn a group grade	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
j. Put events or things in order and explained why they were organized that way	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
k. Discussed with the whole class solutions developed in small groups	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
l. Conferred with other students about their work	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible] Over the last semester, how often did you emphasize the following with these students? Mark (X) one response on each line.					
a. Generalizing from patterns or examples	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
b. Analyzing and interpreting information	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
c. Organizing, summarizing, or displaying information	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible] During a class discussion in your [illegible] CLASS, if a student gives an incorrect response how frequently did you do each of the following? Mark (X) one response on each line.					
a. Call on other students to get their responses and then discuss which is correct	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
b. Ask the student another question to help him or her get the correct response	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
c. Call on another student to give the correct response	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
d. Provide the correct response yourself	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

[illegible]

[illegible] [illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
a [illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
b [illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
c [illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
d [illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
e [illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
f [illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
g [illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
h [illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
i [illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
j [illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

[illegible] [illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
a [illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
b [illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
c [illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
d [illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
e [illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
f [illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
g [illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
h [illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
i [illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

[illegible]

[illegible] [illegible]

[illegible]

- ☐ [illegible]
- ☐ [illegible]
- ☐ [illegible]
- ☐ [illegible]
- ☐ [illegible]
- ☐ [illegible]
- ☐ [illegible]
- ☐ [illegible]
- ☐ [illegible]

[illegible] [illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	☐	☐	☐	☐	☐
[illegible]	☐	☐	☐	☐	☐
[illegible]	☐	☐	☐	☐	☐
[illegible]	☐	☐	☐	☐	☐
[illegible]	☐	☐	☐	☐	☐
[illegible]	☐	☐	☐	☐	☐

[illegible]

SECTION [illegible] – TEACHING METHODS – CONTINUED

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]				
a. [illegible]	[illegible]	[illegible]	[illegible]	[illegible]
b. [illegible]	[illegible]	[illegible]	[illegible]	[illegible]
c. [illegible]	[illegible]	[illegible]	[illegible]	[illegible]
d. [illegible]	[illegible]	[illegible]	[illegible]	[illegible]
e. [illegible]	[illegible]	[illegible]	[illegible]	[illegible]
f. [illegible]	[illegible]	[illegible]	[illegible]	[illegible]
g. [illegible]	[illegible]	[illegible]	[illegible]	[illegible]
h. [illegible]	[illegible]	[illegible]	[illegible]	[illegible]
i. [illegible]	[illegible]	[illegible]	[illegible]	[illegible]
j. [illegible]	[illegible]	[illegible]	[illegible]	[illegible]
k. [illegible]	[illegible]	[illegible]	[illegible]	[illegible]
l. [illegible]	[illegible]	[illegible]	[illegible]	[illegible]
m. [illegible]	[illegible]	[illegible]	[illegible]	[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

- ☐ [illegible]
- ☐ [illegible]
- ☐ [illegible]
- ☐ [illegible]
- ☐ [illegible]
- ☐ [illegible]
- ☐ [illegible]
- ☐ [illegible]
- ☐ [illegible]
- ☐ [illegible]
- ☐ [illegible]

[illegible]

[illegible] [illegible]

[illegible]

[illegible] ☐ [illegible]
[illegible] ☐ [illegible]
[illegible] ☐ [illegible]
[illegible] ☐ [illegible]
[illegible] ☐ [illegible]
[illegible] ☐ [illegible]
[illegible] ☐ [illegible]
[illegible] ☐ [illegible]
[illegible] ☐ [illegible]
[illegible] ☐ [illegible]
[illegible] ☐ [illegible]
[illegible] ☐ [illegible]
[illegible] ☐ [illegible]

[illegible] [illegible]

[illegible]

[illegible]

	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]

SECTION IV – TEACHING METHODS – CONTINUED

49. How often did you use student portfolios in your DESIGNATED CLASS last semester or grading period for the following purposes?

Mark (X) one response on each line.

	Almost every day	Once or twice a week	Once or twice a month	Once or twice a semester	Never
a. Training students to reflect upon and/or assess **each piece of work**	1☐	2☐	3☐	4☐	5☐
b. Training students to reflect upon and/or assess **their overall progress**	1☐	2☐	3☐	4☐	5☐
c. Communicating student progress to parents	1☐	2☐	3☐	4☐	5☐
d. Determining student grades or other formal progress reports	1☐	2☐	3☐	4☐	5☐
e. Planning for future lessons	1☐	2☐	3☐	4☐	5☐
f. Diagnosing student learning problems	1☐	2☐	3☐	4☐	5☐
g. Making informed decisions about student **placement**	1☐	2☐	3☐	4☐	5☐
h. Making informed decisions about student **graduation**	1☐	2☐	3☐	4☐	5☐
i. Providing information for program or school accountability	1☐	2☐	3☐	4☐	5☐

50. Listed below are statements about portfolio use in the classroom. For your DESIGNATED CLASS last semester or grading period, please indicate whether you strongly agree, somewhat agree, somewhat disagree, or strongly disagree with each statement.

Mark (X) one response on each line.

	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
a. Criteria about **types of work** to be included or excluded in the portfolio were explicitly defined and were known by students	1☐	2☐	3☐	4☐
b. Criteria and process for **evaluating work** in the portfolio were explicitly defined and were known by students	1☐	2☐	3☐	4☐
c. Process to encourage students to **reflect upon and revise** work included in portfolio was explicitly defined and was known by students	1☐	2☐	3☐	4☐
d. Process to encourage student and teacher to **work collaboratively** on portfolios was explicitly defined and was known by students	1☐	2☐	3☐	4☐
e. Process to identify the **amount and type of support** student receives in completing each piece was explicitly defined and was known by students	1☐	2☐	3☐	4☐

SECTION V – INCENTIVES AND COMPENSATION

51. The following questions refer to your before-tax earnings from teaching and other employment from the summer of 1994 through the end of the 1994-95 school year.

Record earnings in whole dollars.

a. DURING THE SUMMER OF 1994, did you have any earnings from –

(1) Teaching summer school in this or any other school?

1☐ Yes – **How much?** → $ ________.00
2☐ No

(2) Working in a nonteaching job in this or any other school?

1☐ Yes – **How much?** → $ ________.00
2☐ No

(3) Working in any NONSCHOOL job?

1☐ Yes – **How much?** → $ ________.00
2☐ No

b. DURING THE CURRENT SCHOOL YEAR –

(1) What is your academic year base salary for teaching in this school?

$ ________.00 per year

(2) Do you, or will you, earn any additional compensation from your school for extracurricular or additional activities such as coaching, student activity sponsorship, or evening classes?

1☐ Yes – **How much?** → $ ________.00
2☐ No

(3) Do you, or will you, earn additional compensation from working in any job outside this school system?

1☐ Yes – **How much?** → $ ________.00
2☐ No

GO to item 51b(4)

Which of these best describes this job outside the school system? *Mark (X) only one box.*

1☐ Teaching or tutoring
2☐ Nonteaching, but education related
3☐ Not related to education

(4) Have you EARNED income from any other sources this year, e.g., a bonus, state supplement, etc.?

1☐ Yes – **How much?** → $ ________.00
2☐ No

c. What will be your total EARNED income from all sources from the summer of 1994 through the end of this school year? Your answer should equal the sum of your answers to questions 51a(1)-b(4).

$ ________.00

SECTION VI – BACKGROUND INFORMATION

52. Do you receive any income-in-kind in addition to or in lieu of your school salary?

Mark (X) all that apply.

577 1☐ Housing or housing expenses
578 2☐ Meals
579 3☐ Tuition for your children
580 4☐ Child care
581 5☐ College tuition for yourself
582 6☐ Car/transportation expenses
583 8☐ None of the above

53. Which category represents the total combined income (include your own income) of ALL FAMILY MEMBERS age 14 and older in your household during 1994? Include money from jobs, net business or farm income, pensions, dividends, interest, rent, Social Security payments, and any other income received by family members in your household.

Mark (X) only one box.

584
1☐ Less than $10,000
2☐ $10,000 - $14,999
3☐ $15,000 - $19,999
4☐ $20,000 - $24,999
5☐ $25,000 - $29,999
6☐ $30,000 - $34,999
7☐ $35,000 - $39,999
8☐ $40,000 - $49,999
9☐ $50,000 - $59,999
10☐ $60,000 - $74,999
11☐ $75,000 - $99,999
12☐ $100,000 or more

54. What is your current marital status?

585 1☐ Married
2☐ Widowed, divorced, or separated
3☐ Never married

55. How many children do you have who are dependent on you (and your spouse) for more than half of their financial support?

0☐ None ——→ **GO to item 57a.**

586

OR

☐ Children supported

56. What was the age of your youngest child on his/her last birthday? *(If child is less than one year, please enter "0.")*

587 ☐ Age of youngest child

57a. Do you have persons other than your spouse or children who are dependent on you for more than half of their financial support?

588 1☐ Yes
2☐ No

GO to item 58.

b. How many persons other than your spouse or children are dependent on you for more than half of their financial support?

589 ☐ Number of persons supported

SECTION VII – RESPONDENT INFORMATION

The survey you have completed may involve a brief follow-up at a later time in order to gain information on current teachers' movements in the labor force. The following information would assist us in contacting you if you move or change jobs.

58. Please PRINT your name, your spouse's name (if applicable), your home address, telephone number, and the most convenient time to reach you.

390 1☐ Same as address label

391 Your name

Telephone number – *Include area code*

(   )

Spouse's full name

Days/times convenient to reach you

Street address

City | State | ZIP Code

In whose name is the telephone number listed?
Mark (X) only one.
1☐ No phone
2☐ My name
3☐ Other – *Specify* ↙

59. What are the names and addresses of two other people who will know where to get in touch with you during the coming years? List no more than one person who now lives with you. Remember to record the relationship of these persons to you (for example, parent, friend, sister, cousin, etc.).

392 Name

Telephone number – *Include area code*

(   )

Relationship to you

Street address

City | State | ZIP Code

In whose name is the telephone number listed?
Mark (X) only one.
1☐ No phone
2☐ Name entered above
3☐ Other – *Specify* ↙

393 Name

Telephone number – *Include area code*

(   )

Relationship to you

Street address

City | State | ZIP Code

In whose name is the telephone number listed?
Mark (X) only one.
1☐ No phone
2☐ Name entered above
3☐ Other – *Specify* ↙

60. Not counting interruptions, how long did it take to complete this survey?

394 ______________________ Minutes

THIS COMPLETES THE QUESTIONNAIRE.
THANK YOU FOR ASSISTING US IN THIS IMPORTANT RESEARCH.
YOUR TIME AND EFFORT ARE APPRECIATED.

THANK YOU FOR ASSISTING US IN THIS IMPORTANT SURVEY.
YOUR TIME AND EFFORT ARE APPRECIATED.

PLEASE RETURN THE QUESTIONNAIRE IN THE ENCLOSED ENVELOPE TO:

Bureau of the Census
Current Projects Branch
1201 East 10th Street
Jeffersonville, IN 47132-0001

(Please correct any error in name, address, and ZIP Code.)

TFS

Appendix C

Teacher Followup Survey—Questionnaire for Former Teachers

OMB No. 1850-0617: Approval Expires 12/31/95

NOTICE – This report is authorized by law (20 U.S. Code 1221e). Your answers will be kept strictly confidential. Results from this survey will appear in summary or statistical form only, so that individuals cannot be identified.

FORM **TFS-2**
(12-16-94)

U.S. Department of Education
National Center for Education Statistics

TEACHER FOLLOW-UP SURVEY

QUESTIONNAIRE FOR FORMER TEACHERS

1994 – 1995

Conducted by:

U.S. Department of Commerce
Bureau of the Census

TFS

THIS SURVEY HAS BEEN ENDORSED BY:

American Association for Counseling and Development
American Association of School Administrators
American Federation of Teachers
Bureau of Indian Affairs
Council for American Private Education
Council of Chief State School Officers
National Association of Elementary School Principals
National Association of Independent Schools
National Association of Secondary School Principals
National Catholic Educational Association
National Education Association

002
3 ☒ *OFFICE USE ONLY*

INSTRUCTIONS

Most of the items on this questionnaire are arranged so that the answer categories or spaces for written answers are under the questions. Please answer the questions by marking the appropriate answer category with an X, or recording your answer in the space provided. We suggest that you use a pencil, rather than a pen or marker.

Notice that at the end of some answer categories and answer spaces, there are instructions to go to later questions or to continue with the next question on the questionnaire.

If you are unsure about how to answer a question, please give the best answer you can and make a comment in the "Notes" space. Please include the item number.

If you have any questions, call the Bureau of the Census, toll free, at 1–800–221–1204.

Return your completed questionnaire to the Bureau of the Census in the enclosed preaddressed envelope. Please return it within two weeks.

Please keep count of the time you spend completing this questionnaire. At the end of the survey, you are asked to record the amount of time spent.

Are you currently teaching – full-time, part-time, or as a long-term substitute – in grades K through 12?

003 1 ☐ Yes STOP *RETURN THIS FORM to the Bureau of the Census in the enclosed envelope. You will be sent another form for teachers who are still teaching.*

2 ☐ No ☛ *PLEASE CONTINUE with this survey.*

SECTION I – EMPLOYMENT STATUS

1. What is your MAIN OCCUPATIONAL status?

Mark (X) only one box.

004
1 ☐ Working in an elementary or secondary school with an assignment OTHER THAN teaching
2 ☐ Working in an occupation outside of elementary or secondary education → **GO to item 3.**
3 ☐ Student at a college or university
4 ☐ Caring for family members
5 ☐ Retired
6 ☐ Disabled
7 ☐ Other – *Specify* ↙

____

[illegible]

2. What is your MAIN school assignment?

Mark (X) only one box.

005
1 ☐ Administrator (e.g., principal, assistant principal, director, head)
2 ☐ Nonteaching specialist (e.g., counselor, librarian)
3 ☐ Resource person for other teachers (e.g., department head, resource teacher, curriculum coordinator, mentor teacher)
4 ☐ Support staff (e.g., secretary, aide)
5 ☐ Coach
6 ☐ Other – *Specify* ↙

____

[illegible]

SECTION I – EMPLOYMENT STATUS – CONTINUED

NOTE: *Answer questions 3a–e ONLY if you marked box 2 in answer to question 1 on page 2.*

3a. For whom do you work? *Record the name of the company, business, or organization.*

b. What kind of business or industry is this? *For example, retail shoe store, State Labor Department, bicycle manufacturer, farm.*

006 ☐☐☐ Office use only

c. What kind of work do you do? *Please record your job title; for example, electrical engineer, cashier, typist, farmer, loan officer.*

007 ☐☐☐ Office use only

d. What are your most important activities or duties at this job? *For example, typing, selling cars, driving delivery truck, caring for livestock.*

e. How would you classify yourself on this job?

Mark (X) only one box.

008
1 ☐ An employee of a PRIVATE company, business, or individual for wages, salary, or commission
2 ☐ A FEDERAL government employee
3 ☐ A STATE government employee
4 ☐ A LOCAL government employee
5 ☐ SELF-EMPLOYED in your own business, professional practice, or farm
6 ☐ Working WITHOUT PAY in a family business or farm
7 ☐ Working WITHOUT PAY in a volunteer job

4. Which of these best describes your position as an EMPLOYEE?

Mark (X) only one box.

009
1 ☐ Full time employee
2 ☐ 3/4 time or more, but less than full-time employee
3 ☐ 1/2 time or more, but less than 3/4 time employee
4 ☐ 1/4 time or more, but less than 1/2 time employee
5 ☐ Less than 1/4 time employee

5. Altogether, how much do you usually earn at this job before taxes?

010 $ ________ . ________ per
Dollars Cents

011
1 ☐ Hour
2 ☐ Day
3 ☐ Week
4 ☐ Biweekly
5 ☐ Month
6 ☐ Year
7 ☐ Other –*Specify*

106

SECTION I – EMPLOYMENT STATUS – CONTINUED

6. How long do you plan to remain in this job?

Mark (X) only one box.

012
1 ☐ As long as I am able
2 ☐ Until I am eligible for retirement
3 ☐ Will probably continue unless something better comes along
4 ☐ Definitely plan to leave as soon as I can
5 ☐ Undecided at this time

[redacted]

7. In how many years do you plan to retire?

013 ☐ Years

8. What do you expect your MAIN activity will be NEXT SCHOOL YEAR (1995–96)?

Mark (X) only one box.

014
1 ☐ Teaching any of grades K–12
2 ☐ Teaching at the prekindergarten or postsecondary level
3 ☐ Student at a college or university
4 ☐ Working in a nonteaching occupation in the field of education
5 ☐ Working in an occupation outside the field of education
6 ☐ Caring for family members
7 ☐ Unemployed and seeking work
8 ☐ Military service
9 ☐ Retired
10 ☐ Other – *Specify* ↙

____

SECTION II – EDUCATIONAL ACTIVITIES AND FUTURE PLANS

9. Have you earned any new degrees in the past 12 months?

015
1 ☐ Yes
2 ☐ No

[redacted]

10. When did you earn this degree?

016 ☐☐ Month   017 1 9 ☐☐ Year

11. What type of degree is it?

Mark (X) only one box.

018
1 ☐ Associate degree
2 ☐ Bachelor's
3 ☐ Master's
4 ☐ Education specialist or professional diploma (at least one year beyond Master's level)
5 ☐ Doctorate (e.g., Ph.D., Ed.D.)
6 ☐ Professional (e.g., M.D., D.D.S., J.D., L.L.B.)

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SECTION II – EDUCATIONAL ACTIVITIES AND FUTURE PLANS – CONTINUED

MAJOR FIELD OF STUDY CODES FOR QUESTIONS 12 and 16

EDUCATION

General education
01 Pre-elementary/early childhood education
03 Elementary education
04 Secondary education

Subject area education
07 Agricultural education
11 Art education
13 Bilingual education
15 Business, commerce, and distributive education
89 Crosscultural education
22 English education
23 English as a second language
24 Foreign languages education
29 Home economics education
88 American Indian/Native American education
30 Industrial arts, vocational and technical, trade and industry education
34 Mathematics education
38 Music education
40 Physical education/health education
43 Reading education
45 Religious education
46 Science education
48 Social studies/social sciences education

Special education
67 Special education, general
68 Emotionally disturbed
69 Mentally retarded
70 Speech/language impaired
71 Deaf and hard-of-hearing
72 Visually handicapped
73 Orthopedically impaired
74 Mildly handicapped
75 Severely handicapped
76 Specific learning disabilities
77 Other special education

Other education
78 Curriculum and instruction
79 Educational administration
80 Educational psychology
81 Counseling and guidance
82 Other education

GENERAL

06 Agriculture and natural resources
86 American Indian/Native American studies
87 Other area and ethnic studies
08 Architecture and environmental design
10 Art, fine and applied
14 Business and management
16 Communications and journalism
17 Computer and information sciences
19 Drama, theater
20 Engineering
21 English (literature, letters, speech, classics)
25 General studies
27 Health professions and occupations
28 Home economics
85 Humanities
31 Law
32 Library science
33 Mathematics
35 Military science
36 Multi/interdisciplinary studies
37 Music
39 Philosophy
41 Psychology
42 Public affairs and services
44 Religion, theology

Foreign languages
51 French
52 German
53 Latin
54 Russian
55 Spanish
56 Other foreign languages

Natural sciences
57 Biology/life science
58 Chemistry
59 Geology/earth science
60 Physics
61 Other natural sciences

Social sciences
62 Economics
63 History
64 Political science and government
65 Sociology
66 Other social sciences

84 All others

12. What is the major field of study for your NEW degree?

Enter the field and two-digit code from the list above.

019 ☐☐ ____
Code Major field

13. For what purpose did you earn this degree? *Mark (X) only one box.*

020
1☐ To increase salary
2☐ For professional development in current field
3☐ To teach in a different field than the one taught last year
4☐ For a nonteaching position in elementary or secondary education
5☐ For an occupation outside elementary or secondary education other than current job
6☐ Other – *Specify* ↙

____

SECTION II – EDUCATIONAL ACTIVITIES AND FUTURE PLANS – CONTINUED

14. Are you currently enrolled in a degree program?

Mark (X) only one box.

021 1☐No → [redacted]
2☐Yes, as a full-time student
3☐Yes, as a part-time student

15. What type of degree are you pursuing?

Mark (X) only one box.

022 1☐Associate degree
2☐Bachelor's
3☐Master's
4☐Education specialist or professional diploma (at least one year beyond Master's level)
5☐Doctorate (e.g., Ph.D., Ed.D.)
6☐Professional (e.g., M.D., D.D.S., J.D., L.L.B.)

16. What is the major field of study for the degree you are pursuing?

Enter the field and two-digit code from the list on page 5.

023 ☐☐ ____________________________________

Code Major field

17. For what purpose are you pursuing this degree?

Mark (X) only one box.

024 1☐To increase current salary
2☐For professional development in current field
3☐To teach in a different field than the one taught last year
4☐For a nonteaching position in elementary or secondary education
5☐For an occupation outside elementary or secondary education other than current job
6☐Other – *Specify* ↙

____

18. Do you plan to return to teaching?

Mark (X) only one box.

025 1☐Undecided
2☐Yes
3☐No → [redacted]

19. How soon might you return to teaching?

Mark (X) only one box.

026 1☐Later this school year
2☐Next year
3☐Within five years
4☐More than five years from now
5☐Undecided

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SECTION II – EDUCATIONAL ACTIVITIES AND FUTURE PLANS – CONTINUED

20. At which level would you teach?

Mark (X) all that apply.

027 1☐Prekindergarten
028 2☐Elementary (including kindergarten)
029 3☐Junior high/middle school
030 4☐Senior high
031 5☐Postsecondary

21. Has there been a change in your teacher certification status since last year?

Mark (X) all that apply.

032 1☐No change
033 2☐Yes, certification has lapsed
034 3☐Yes, certification has been upgraded from temporary or emergency to a regular certificate
035 4☐Yes, certified in a different field
036 5☐Other change – *Specify* ↙

____

____

____

22. Do you plan to maintain or reinstate your teaching certificate?

037 1☐Yes
2☐No
3☐Undecided

NOTES

SECTION III – YOUR OPINIONS

POSSIBLE REASONS FOR LEAVING THE TEACHING PROFESSION

(Use codes to answer items 23a, b, and c.)

01 Family or personal move
02 Pregnancy/child rearing
03 Health
04 To retire
05 To pursue another career
06 For better salary or benefits
07 To take courses to improve career opportunities in the field of education
08 To take courses to improve career opportunities outside the field of education
09 School staffing action (e.g., reduction-in-force, lay-off, school closing, school reorganization, reassignment)
10 To take a sabbatical or other break from teaching
11 Dissatisfied with teaching as a career
12 Other family or personal reason

23a. What was your main reason for leaving the teaching profession?

Enter code from above.

039 ☐☐ Code ______ Main reason

b. Did you have a second reason for leaving?

040 1 ☐ Yes
2 ☐ No → [redacted]

What was your second reason? *Enter code, then continue with item 23c.*

041 ☐☐ Code

c. Did you have a third reason for leaving?

042 1 ☐ Yes
2 ☐ No → [redacted]

What was your third reason? *Enter code.*

043 ☐☐ Code

d. Did you enter code 11 for one of your reasons in question 23a, b, or c?

044 1 ☐ Yes
2 ☐ No

[redacted]

[redacted]

SECTION III – YOUR OPINIONS – CONTINUED

POSSIBLE AREAS OF DISSATISFACTION

(Use codes to answer items 23e, f, and g.)

01	Poor opportunity for professional advancement
02	Lack of recognition and support from administration
03	Lack of resources and material/equipment for your classroom.
04	Inadequate support from administration
05	Lack of influence over school policies and practices
06	Lack of control over own classroom
07	Intrusions on teaching time (i.e., not enough time working directly with teaching students)
08	Inadequate time to prepare lesson/teaching plans
09	Poor student motivation to learn
10	Class sizes too large
11	Student discipline problems
12	Poor salary

23e. What was your main area of dissatisfaction with the teaching profession?

Enter code from above.

045 ☐☐ Code ____________________ Main dissatisfaction

f. Did you have a second area of dissatisfaction?

046
1 ☐ Yes
2 ☐ No → [illegible]

What was your second area? *Enter code, then continue with item 23g.*

047 ☐☐ Code

g. Did you have a third area of dissatisfaction?

048
1 ☐ Yes
2 ☐ No → [illegible]

What was your third area? *Enter code.*

049 ☐☐ Code

SECTION III – YOUR OPINIONS – CONTINUED

POSSIBLE STEPS SCHOOLS MIGHT TAKE TO ENCOURAGE TEACHERS TO REMAIN IN TEACHING

(Use codes to answer items 24a, b, and c.)

01 Providing higher salaries and/or better fringe benefits
02 Improving opportunities for professional advancement
03 Dealing more effectively with student discipline and making schools safer
04 Giving teachers more authority in the school and in their own classrooms
05 Increasing standards for students' academic performance
06 Providing better resources and materials for classroom use
07 Decreasing class size
08 Giving special recognition and/or special assignments to excellent or outstanding teachers
09 Reducing the paperwork burden on teachers
10 Providing more support for new teachers (e.g., mentor teacher programs)
11 Increasing parent involvement in the schools
12 Reducing teacher workload
13 Providing merit pay or other pay incentives to teachers
14 Improving opportunities for professional development
15 Providing tuition reimbursement for coursework required for certification or career advancement
16 Revising health insurance program to include stress reduction seminars, counseling, and physical fitness options

24a. What would be the most effective step that schools might take to encourage teachers to remain in teaching?

Enter code from above.

050 ☐☐ Most effective step
Code

b. What would be the second most effective step?

Enter code from above.

051 ☐☐ Second step
Code

c. What would be the third most effective step?

Enter code from above.

052 ☐☐ Third step
Code

SECTION III – YOUR OPINIONS – CONTINUED

25. Is your MAIN occupational status "working" (i.e., box 1 or 2 marked in question 1)?

053
1☐ Yes
2☐ No

[redacted]

26. How would you rate teaching relative to your current MAIN occupation in terms of EACH of the following aspects? Please indicate (a) Better in teaching, (b) Better in current position, or (c) No difference.

		Better in teaching (a)	Better in current position (b)	No difference (c)
a. Salary	054	1☐	2☐	3☐
b. Opportunities for professional advancement	055	1☐	2☐	3☐
c. Opportunities for professional development	056	1☐	2☐	3☐
d. Opportunities for learning from colleagues	057	1☐	2☐	3☐
e. Recognition and support from administrators/managers	058	1☐	2☐	3☐
f. Safety of environment	059	1☐	2☐	3☐
g. Influence over workplace policies and practices	060	1☐	2☐	3☐
h. Autonomy or control over your own work	061	1☐	2☐	3☐
i. Professional prestige	062	1☐	2☐	3☐
j. Benefits	063	1☐	2☐	3☐
k. Procedures for performance evaluation	064	1☐	2☐	3☐
l. Manageability of workload	065	1☐	2☐	3☐
m. Availability of resources and materials/equipment for doing job	066	1☐	2☐	3☐
n. General work conditions	067	1☐	2☐	3☐
o. Job security	068	1☐	2☐	3☐
p. Professional caliber of colleagues	069	1☐	2☐	3☐
q. Intellectual challenge	070	1☐	2☐	3☐
r. Overall job satisfaction	071	1☐	2☐	3☐

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SECTION III – YOUR OPINIONS – CONTINUED

27. How satisfied are you with EACH of the following aspects of your CURRENT job? Are you (a) Very satisfied, (b) Somewhat satisfied, (c) Somewhat dissatisfied, or (d) Very dissatisfied with –

			Very satisfied (a)	Somewhat satisfied (b)	Somewhat dissatisfied (c)	Very dissatisfied (d)
a.	Salary	072	1 ☐	2 ☐	3 ☐	4 ☐
b.	Opportunities for professional advancement	073	1 ☐	2 ☐	3 ☐	4 ☐
c.	Recognition and support from administrators/managers	074	1 ☐	2 ☐	3 ☐	4 ☐
d.	Safety of environment	075	1 ☐	2 ☐	3 ☐	4 ☐
e.	Your influence over workplace policies and practices	076	1 ☐	2 ☐	3 ☐	4 ☐
f.	Autonomy or control over your own work	077	1 ☐	2 ☐	3 ☐	4 ☐
g.	Professional prestige	078	1 ☐	2 ☐	3 ☐	4 ☐
h.	Benefits	079	1 ☐	2 ☐	3 ☐	4 ☐
i.	Procedures for performance evaluation	080	1 ☐	2 ☐	3 ☐	4 ☐
j.	Manageability of work	081	1 ☐	2 ☐	3 ☐	4 ☐
k.	Availability of resources and materials for doing job	082	1 ☐	2 ☐	3 ☐	4 ☐
l.	General work conditions	083	1 ☐	2 ☐	3 ☐	4 ☐
m.	Job security	084	1 ☐	2 ☐	3 ☐	4 ☐
n.	Professional caliber of colleagues	085	1 ☐	2 ☐	3 ☐	4 ☐
o.	Intellectual challenge	086	1 ☐	2 ☐	3 ☐	4 ☐
p.	Overall job satisfaction	087	1 ☐	2 ☐	3 ☐	4 ☐

NOTES

SECTION IV – BACKGROUND INFORMATION

28. Which category represents the total combined income (include your own income) of ALL FAMILY MEMBERS age 14 and older in your household during 1994? Include money from jobs, net business or farm income, pensions, dividends, interest, rent, Social Security payments, and any other income received by family members in your household.

Mark (X) only one box.

088
1☐ Less than $10,000
2☐ $10,000 - $14,999
3☐ $15,000 - $19,999
4☐ $20,000 - $24,999
5☐ $25,000 - $29,999
6☐ $30,000 - $34,999
7☐ $35,000 - $39,999
8☐ $40,000 - $49,999
9☐ $50,000 - $59,999
10☐ $60,000 - $74,999
11☐ $75,000 - $99,999
12☐ $100,000 or more

29. What is your current marital status?

089
1☐ Married
2☐ Widowed, divorced, or separated
3☐ Never married

30. How many children do you have who are dependent on you (and your spouse) for more than half of their financial support?

090 0☐ None → [redacted]

OR

091 ☐ Children supported

31. What was the age of your youngest child on his/her last birthday? *If child is less than one year, please enter "0."*

092 ☐ Age of youngest child

32a. Do you have persons other than your spouse or children who are dependent on you for more than half of their financial support?

093
1☐ Yes
2☐ No → [redacted]

b. How many persons other than your spouse or children are dependent on you for more than half of their financial support?

094 ☐ Number of persons supported

SECTION V – RESPONDENT INFORMATION

The survey you have completed may involve a brief follow-up at a later time in order to gain information on former teachers' movements in the labor force. The following information would assist us in contacting you if you move or change jobs.

33. Please PRINT your name, your spouse's name (if applicable), your home address, telephone number, and the most convenient time to reach you.

095 1☐ Same as address label

096 Your name	Telephone number – *Include area code* ( )
Spouse's full name	Days/times convenient to reach you
Street address	In whose name is the telephone number listed? *Mark (X) only one.* 1☐ No phone 2☐ My name 3☐ Other – *Specify*
City / State / ZIP Code	

34. What are the names and addresses of two other people who will know where to get in touch with you during the coming years? List no more than one person who now lives with you. Remember to record the relationship of these persons to you (for example, parent, friend, sister, cousin, etc.).

097 Name	Telephone number – *Include area code* ( )
Relationship to you	
Street address	In whose name is the telephone number listed? *Mark (X) only one.* 1☐ No phone 2☐ Name entered above 3☐ Other – *Specify*
City / State / ZIP Code	
098 Name	Telephone number – *Include area code* ( )
Relationship to you	
Street address	In whose name is the telephone number listed? *Mark (X) only one.* 1☐ No phone 2☐ Name entered above 3☐ Other – *Specify*
City / State / ZIP Code	

35. Not counting interruptions, how long did it take to complete this survey?

099 ______________________ Minutes

THIS COMPLETES THE QUESTIONNAIRE.
THANK YOU FOR ASSISTING US IN THIS IMPORTANT RESEARCH.
YOUR TIME AND EFFORT ARE APPRECIATED.

FORM TFS-2 (12-18-8

THANK YOU FOR ASSISTING US IN THIS IMPORTANT SURVEY.
YOUR TIME AND EFFORT ARE APPRECIATED.

PLEASE RETURN THE QUESTIONNAIRE IN THE ENCLOSED ENVELOPE TO:

Bureau of the Census
Current Projects Branch
1201 East 10th Street
Jeffersonville, IN 47132-0001

(Please correct any error in name, address, and ZIP Code.)

Appendix D

SASS and TFS Data Products

SCHOOLS AND STAFFING SURVEY (SASS) AND TEACHER FOLLOWUP SURVEY (TFS) DATA PRODUCTS

The following SASS data products may be obtained free of charge while supplies last from:

U.S. Department of Education
National Center for Education Statistics
SASS Data Products
555 New Jersey Avenue, NW, Room 422
Washington, DC 20208-5651

Reports

- The Effects of Professionalization on Teachers: A Multi-Level Analysis, 1990–91 (NCES 97–069)
- The State of Teaching as a Profession, 1990–91 (NCES 97–104)
- Time Spent Teaching Core Academic Subjects in Elementary Schools: Comparisons Across Community School, Teacher, and Student Characteristics (NCES 97–293)
- Student Records Questionnaire: School Year 1993–94, With Special Emphasis on American Indians and Alaska Native Students (E.D. Tab, NCES 97–449)
- Characteristics of Stayers, Movers, and Leavers: Results from the Teacher Followup Survey, 1994–95 (E.D. Tab, NCES 97–450)
- Characteristics of American Indian and Alaska Native Education, Results from the 1993–94 DSDD (NCES 97–451)
- Public and Private School Principals In The United States: A Statistical Profile, 1987–88 to 1993–94 (NCES 97–455)
- A Profile of Administration Policies and Practices for Limited English Proficiency Students: Screening Methods, Teacher Training, and Program Support, 1993–94 (NCES 97–472)
- The Schools and Staffing Survey Recommendation for the Future (NCES 97–596)
- Out-of-Field Teaching and Educational Equality (NCES 96–040)
- Schools and Staffing in the United States: A Statistical Profile: 1993–94 (NCES 96–124)
- Private School Universe Survey, 1993–94 (NCES 96–143)
- SASS by State, 1993–94 Schools and Staffing Survey: Selected State Results (NCES 96–312)
- Comparing Key Organizational Qualities of American Public and Private Secondary Schools (NCES 96–322)

Reports ***(continued)***

- Schools and Staffing in the United States: Selected Data for Public and Private Schools, 1993-94 (E.D. Tab, NCES 95-191)
- Private Schools in the United States: A Statistical Profile, 1990-91 (NCES 95-330)
- Teacher Supply in the U.S.: Sources of Newly Hired Teachers in Public and Private Schools, 1988-1991 (NCES 95-348)
- Characteristics of American Indian and Alaska Native Education, Results from the 1990-91 SASS (NCES 95-735)
- Teacher Supply, Teacher Qualifications and Teacher Turnover, Aspects of Teacher Supply and Demand in the U.S., 1990-91 (NCES 95-744)
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- Private School Universe Survey, 1989-90 (NCES 93-122)
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- Schools and Staffing in the United States: Selected Data for Public and Private Schools, 1990-91 (E.D. Tab, NCES 93-453)
- Schools and Staffing in the United States: A Statistical Profile, 1987-88 (NCES 92-120)
- Characteristics of Stayers, Movers, and Leavers: Results from the Teacher Followup Survey, 1988-89 (E.D. Tab, NCES 91-128)

Forthcoming Reports

- America's Teachers: Profile of a Profession, 1993-94
- Job Satisfaction Among America's Teachers: Effects of Workplace, Conditions, Background Characteristics, and Teacher Compensation, 1993-94

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- Private Schools in the U.S.: A Statistical Profile, 1993–94
- Sources of Newly Hired Teachers in Public and Private Schools, 1988–94
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- Schools Serving Family Needs: Extended-Day Programs in Public and Private Schools (Issue Brief, NCES 97–590)
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- Are Limited English Proficient (LEP) Students Being Taught by Teachers with LEP Training? (Issue Brief, NCES 97–907)
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- Sources of Newly Hired Teachers in Public and Private Schools, 1988–91 (Issue Brief, NCES 94–481)
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- Americas Teachers: Profile of a Profession

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- 1993-94 Schools and Staffing Survey: Sample Design and Estimation (Technical Report, NCES 96–089)
- An Exploratory Analysis of Nonrespondents in the 1990–91 Schools and Staffing Survey (NCES 96–338)
- Design Effects and Generalized Variance Functions for the 1990–91 Schools and Staffing Surveys (SASS) Volume I--User's Manual (NCES 95–342I)
- Design Effects and Generalized Variance Functions for the 1990–91 Schools and Staffing Surveys (SASS) Volume II--Technical Report (NCES 95–340II)
- Quality Profile for SASS: Aspects of the Quality of Data in the Schools and Staffing Surveys (Technical Report, NCES 94–340)

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- 1990–91 Schools and Staffing Survey: Sample Design and Estimation (Technical Report, NCES 93–449)
- Modeling Teacher Supply and Demand, with Commentary (Research and Development Report, NCES 93–461)
- 1987–88 Schools and Staffing Survey: Sample Design and Estimation (Technical Report, NCES 91–127)

CD-ROMs

- Schools and Staffing Survey: 1993–94 Electronic Codebook and Public Use Data
- Schools and Staffing Survey: 1990–91 Electronic Codebook and Public Use Data
- Schools and Staffing Survey, 1987–88 Microdata and Documentation

Questionnaires

- SASS and PSS Questionnaires 1993–1994 (NCES 94–674)
- SASS and TFS Questionnaires 1990–1991
- SASS and TFS Questionnaires 1987–1988

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- 1993–94 Schools and Staffing Survey, Data File User's Manual Volume I: Survey Documentation (NCES 96–142)
- 1993–94 Schools and Staffing Survey, Data File User's Manual Volume II: Restricted-Use Codebook (NCES 96–142–II)
- 1990–91 Schools and Staffing Survey: Data File User's Manual Volume I: Survey Documentation (NCES 93–144–I)
- 1990–91 Schools and Staffing Survey: Data File User's Manual Volume II: Restricted-Use codebook (NCES 93–144–II)
- 1990–91 Schools and Staffing Survey: Data File User's Manual Volume III: Public-Use codebook (NCES 93–144–III)
- 1990–91 Schools and Staffing Survey: Data File User's Manual Volume IV: Bureau of Indian Affairs (BIA) Restricted-Use Codebooks: Administrator, Schools, and Teachers (NCES 93–144–IV)

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- 1991–92 Teacher Followup Survey Data File User's Manual—Public-Use Version (NCES 94–331)
- 1991–92 Teacher Followup Survey Data File User's Manual—Restricted-Use Version (NCES 94–478)
- 1988–89 Teacher Followup Survey Data File User's Manual—Public-Use Version (NCES 92–058)

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- 1993–94 Schools and Staffing Survey, Data File User's Manual Volume III: Public-Use Codebook
- 1993–94 Schools and Staffing Survey, Data File User's Manual Volume IV: Bureau of Indian Affairs (BIA) Restricted-Use Codebooks: Administrator, Schools, and Teachers
- 1993–94 Schools and Staffing Survey, Data File User's Manual Volume V: Restricted-Use Codebook Students' Records

Conference Papers

- Using Classroom Instructional Process Items in National Center for Education Statistics Study To Measure Student Opportunity to Learn: A Progress Report
- Heaven or Hell? The Teaching Environment of Beginning Teachers
- Using Opportunity to Learn Items in Elementary and Secondary National Surveys
- Characteristics of Public and Private School Teachers
- Characteristics of Mathematics and Science Teachers
- Teacher Training, Certification and Assignment
- Teacher Turnover: Patterns of Entry To and Exit from Teaching
- Moonlighting Among Public and Private School Teachers
- Characteristics of Bilingual Education and English as a Second Language Teachers
- Highlights of Minority Data from the Schools and Staffing Survey
- Teacher Incentive Research with SASS
- Teacher Salaries: Comparing States After Adjusting for Teacher Experience and Education

Conference Papers *(continued)*

- What are the Characteristics of Principals Identified as Effective by Teachers
- Schools at Risk: Results of the 1987–88 Schools and Staffing Survey
- Destinations of Movers and Leavers: Where Do They Go?
- Teacher Salaries: Comparing States After Adjusting for Teacher Experience and Education
- Classroom Environment and Support of Beginning Teachers: A Test of the "Crucible versus Cradle" Theory of Teacher Induction
- Why do Teachers Leave Teaching? Reasons for Teacher Attrition from the Teacher Followup Survey

NCES Working Papers Related to SASS

WP 94-01 Schools and Staffing Survey (SASS). Papers Presented at the Meetings of the American Statistical Association

Section on Survey Research Methods, August 1992

a. "The Schools and Staffing Survey: Research Issues"
b. "The Schools and Staffing Survey: How Reinterview Measures Data Quality"
c. "Mail Versus Telephone Response in the 1991 Schools and Staffing Surveys"
d. "Questionnaire Research in the Schools and Staffing Survey: A Cognitive Approach"
e. "Balance Half-Sample Replication with Aggregation Units"
f. "Characteristics of Nonrespondents in the Schools and Staffing Surveys' School Sample"
g. "Improving Reliability and Comparability on NCES Data on Teachers and Other Education Staff"

Establishment Surveys Conference, June 1993

a. "Sampling Frames at the United States National Center for Education Statistics"
b. "Monitoring Data Quality in Education Surveys"

Section on Survey Research Methods, August 1993

a. "Generalization Variance Functions for the Schools and Staffing Surveys"
b. "A Bootstrap Variance Estimator for the Schools and Staffing Survey"
c. "Adjusting for Nonresponse Bias of Correlated Items Using Logistic Regression"
d. "Comparisons of School Locale Setting: Self-Reported Versus Assigned"
e. "Characteristics of Nonrespondents to the 1990–91 Schools and Staffing Survey"

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Social Statistics Section, August 1993

a. "Implicit Markets for Teacher Quality and School Attributes"
b. "Who Decides? Principals' and Teachers' Views on Decision-Making"
c. "Determinants of Pupil-Teacher Ratios at School Sites: Evidence from the Schools and Staffing Survey"

WP 94-02	Generalized Variance Estimates for Schools and Staffing Survey (SASS)
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a. "The Results of the 1993 Teacher List Validation Study (TLVS)"
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d. "Teacher Retention/Attrition: Issues for Research"
e. "Reflections on a SASS Longitudinal Study"
f. "Whither Didst Thou Go? Retention, Reassignment, Migration, and Attrition of Special and General Education Teachers in National Perspective"

WP 95-01	Schools and Staffing Survey: 1994. Papers Presented at the 1994 Meeting of the American Statistical Association (95-01)

Estimation Issues in School Surveys

a. "Intersurvey Consistency in School Surveys"
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c. "Properties of the Schools and Staffing Survey's Bootstrap Variance Estimator"
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Response and Coverage Issues in School Surveys

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b. "The 1991–92 Teacher Follow-up Survey Reinterview and Extensive Reconciliation"
c. "Improving Coverage in a National Survey of Teachers"
d. "Improving the Coverage of Private Elementary-Secondary Schools"

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a. "Adding Value to the Value-Added Educational Production Function Specification"
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WP 95-08 CCD Adjustment to the 1990–91 SASS: A Comparison of Estimates

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WP 95-10 The Results of the 1991–92 Teacher Follow-up Survey (TFS) Reinterview and Extensive Reconciliation

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WP 95-15 Classroom Instructional Processes: A Review of Existing Measurement Approaches and Their Applicability for the Teacher Followup Survey

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d. "Properties of the Schools and Staffing Survey's Bootstrap Variance Estimator"

Data Quality and Nonresponse in Education Surveys

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WP 96-27 Intersurvey Consistency in NCES Private School Surveys for 1993–94

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d. "Estimating State Totals from the Private School Universe Survey"

Policy Analysis with Education and Defense Manpower Survey Data

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WP 97-07 The Determinants of Per-Pupil Expenditures in Private Elementary and Secondary Schools: An Exploratory Analysis.

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